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ABSTRACT

A quality Head Start facility should provide a physical environment responsive both to the needs of the children and families served and to the needs of staff, volunteers, and community agencies that share space with Head Start. This manual is a tool for Head Start grantees and delegate agencies for assessing existing facilities, making improvements, and securing space for expansion. The manual is primarily designed for use by the Head Start director, the grantee's executive director, financial officer, and other persons directly involved in facilities planning and development. Chapters are: (1) "Assessing Head Start Facilities"; (2) "Understanding Head Start Compliance Issues," including meeting performance, legal, and accessibility standards and requirements; (3) "Designing Head Start Facilities," including classrooms, play areas, administrative space, kitchens, bathrooms, buildings and grounds; (4) "Developing Head Start Facilities"; (5) "Funding Head Start Facilities"; and (6) "Finding More Help," focusing on general Head Start resources, exemplary resources, and building and property resources. A listing of HUD Regional Offices is included, along with 13 worksheets. Contains 46 references. (BGC)

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Head Start Bureau

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HEAD START FACILITIES MANUAL

PS 024285

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Worksheet #2: *Head Start Facilities Forecast (p. 93)*

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INTRODUCTION

A quality Head Start facility should provide a physical environment responsive both to the needs of the children and families served and to the needs of staff, volunteers, and community agencies that share space with Head Start. Quality facilities can help programs to achieve Head Start's goals of promoting children's social competence, providing opportunities for parent involvement, and fostering family self-sufficiency. Head Start has made improving the quality of all Head Start facilities a priority. This emphasis has emerged for three principal reasons:

- Studies have documented that many Head Start programs are housed in inadequate facilities which need to be upgraded as part of an overall strategy to improve program quality;

- The large increases in Head Start funding in recent years have highlighted the importance of obtaining new space for additional children; and

- The expansion of child care and preschool programs and tightened licensing, fire, and building code requirements has led to a critical shortage of licensed space for early childhood programs.

Along with this need for improved or expanded facilities has come Federal legislation that affects how Head Start facilities may be funded. In 1992, Congress passed the Head Start Improvement Act which authorized Head Start agencies to use grant funds to purchase facilities (and to pay interest costs on facility purchases) for the first time. In 1994, the Head Start Act was reauthorized and amended to provide grantees authority to use grant funds to construct facilities and to make major renovations to facilities. This legislation also included a provision authorizing the use of grant funds to purchase facilities from American Indian tribes. As a result of these actions, Head Start agencies are beginning to take a close look at their existing facilities and to plan for the future. Facilities assessment is an integral part of this process.

This Head Start Facilities Manual is a tool for Head Start grantees and delegate agencies to assess their existing facilities, to make improvements, and to secure space for expansion. The primary users of the manual will likely be the Head Start director, the grantee's executive director, the financial officer, and other persons who are directly involved in facilities planning and development. Head Start staff, parents, boards, Policy Councils and others interested in Head Start space will also find the Manual useful.

The manual has six chapters:

1. Assessing Head Start Facilities, which describes the facilities assessment team, how to assess existing facilities, and how to plan for future facilities needs;

2. Understanding Head Start Compliance Issues, which discusses Head Start Program Standards, state and local regulations, and provisions of the Americans With Disabilities Act (ADA) which Head Start facilities must meet;

3. Designing Head Start Facilities, which discusses Head Start Centers, including classrooms, play areas, and other facilities; Head Start home-based facilities; and shared facilities;

4. Developing Head Start Facilities, which discusses finding new space, altering and renovating existing space, contracting, and licensing;

5. Funding Head Start Facilities, which discusses funding sources, how to apply for funds, and leasing and purchasing facilities;

6. Finding More Help, which points to other resources, including programs, publications, and organizations.

Each chapter includes checklists and/or other resource materials. Users of the manual may want to read the entire manual to gain a complete understanding of the facilities issues, or go directly to those chapters of particular interest. An extra set of forms is included at the back of this manual for copying and distribution to interested individuals and organizations.

1. ASSESSING HEAD START FACILITIES

Head Start programs annually conduct a self-assessment to review their program's overall quality and compliance with program standards. In addition, each Head Start grantee must conduct a community needs assessment within its service area once every three years to determine the demographic make-up of Head Start eligible children and their families, other child development and child care programs that are serving Head Start children, and other information relevant to the grantee's service area. Facilities needs assessment is an extension of both of these processes. It can begin with the formation of a facilities assessment team or task force and focuses both on assessing existing facilities and on planning future facilities.

Convening a Facilities Assessment Team

Facilities needs assessment can begin with a team or task force. This team could be the Head Start Facilities Work Group, if the program has one, or a sub-committee of the Head Start Community Assessment Team. It is best to build upon an existing group for the team rather than to create an entirely new group. The strongest teams will include Head Start parents and staff, representatives from the community at large, local agencies that serve Head Start children and families, and individuals who are familiar with Head Start program policies, program design, technical aspects of facilities design, fiscal and cost issues in facilities analysis, and community resources.

Whenever possible, the facilities needs assessment should be part of the grantee's community needs assessment process. There are several reasons for this:

- Community partners that should be consulted in the needs assessment tend to be the same organizations that are likely to be aware of suitable space;
- Opportunities for co-locating and coordinating program services may come to light during joint planning of both facilities and community needs assessment;
- The process of conducting a collaborative needs assessment tends to minimize duplication and competition in outreach and recruitment efforts;
- Head Start programs may negotiate joint services agreements or decide to subcontract with other child care programs or public or parochial schools to serve some expansion children, thereby making more efficient use of existing space or "excess capacity" in the other agency.

- The needs assessment process is a way of informing other agencies about Head Start's multi-year plan for enrollment expansion (including service in new communities), staff increases and need for additional facilities.

The first task of the assessment team should be to review the *Head Start Facilities Manual* to determine which aspects of facilities assessment apply to their situation. The outcome of their work should be a report recommending the actions to be taken.

Assessing Existing Facilities

The assessment team may examine the existing Head Start facility to determine whether repairs or renovation are in order, whether the present lease should be renewed, the facility relocated, or whether an attempt to purchase the facility should be made. The team should identify areas that need improvement, actions to be taken, and the estimated cost of improvements. The team should document their findings in a *Head Start Facilities Assessment Report*, a sample of which appears at the end of this chapter.

There are five steps to follow in evaluating existing facilities.

1. Review program quality of each facility, including compliance with Head Start Program Performance Standards.

2. Assess the physical plant, including the condition of buildings, outbuildings, and grounds. This should include the playground, plumbing, roof, kitchen, and floor, and the heating, fire safety, and electrical systems.

3. Determine the cost-effectiveness of planned improvements, including balancing costs and benefits against making all improvements at once or and phasing in improvements over several years. Consider the useful life of the facility and whether the facility will continue to be available for Head Start. Take into account transportation and the location of the facility in relation to other child care and early childhood facilities if there is doubt that the facilities will be available for at least several more years.

4. Identify centers that should be relocated. Consider relocating to a new facility when a center has serious quality problems (such as major health and safety problems), when costs of needed improvements are too high in comparison with the benefits to the program of making the improvements, when relations with the landlord are unstable or otherwise unsatisfactory, or when the target population is moving away from the neighborhood where the Head Start center is located.

5. Identify facilities that could be expanded. Consider adding classrooms, modular facilities, or, where appropriate, building a new facility on land that Head Start owns or for which it has been assured long-term use.

Planning for the Future

The Head Start program's future facilities needs are influenced by the adequacy of existing facilities, specifically the extent to which present space will continue to be available to the program, by program improvements and innovation, and by program expansion. The facilities assessment team should consider each of these elements.

Adequacy of existing facilities. Based upon its analysis of the *Head Start Facilities Assessment Report*, the facilities assessment team should calculate how many children and families can be served in each of the program's existing facilities, assuming that needed improvements can be accomplished (and excluding facilities that are to be relocated).

Program improvements and innovation. The team should develop a strategic plan, taking into account Head Start and other possible sources of funds. The team should project enrollment and the facilities adjustments that will result from program improvements and innovations and changes in population and demographic trends. Among the program changes that could affect facilities are these:

- Providing full-day, full-year child care services;
- Providing health services for younger siblings of current Head Start children;
- Giving greater priority to family self-sufficiency programs, including family literacy, adult education, employment, substance abuse, and family health programs;
- Broadening services to include children with more severe disabilities;
- Implementing Head Start staffing, class size, and program option policies, and eligibility and recruitment regulations;
- Providing services to children under age three;
- Intensifying transition planning and program partnerships with the public schools; and
- Developing collaborative funding and location arrangements with other child care and early childhood programs in the community.

Program changes can have a dramatic impact on the need for space. For example, if a Head Start center that currently provides service to one group of children in the morning and a second group of children in the afternoon selects a full-day, full-year service instead, the center will virtually double its space requirements.

Facilities Forecast

The facilities assessment team should prepare a *Head Start Facilities Forecast*. This forecast should be based on the *Head Start Facilities Assessment Report*. The forecast will provide the framework for discussions with HHS Regional Offices and other funding sources about long-term facilities requirements. It will also help to firm up plans for improving or expanding existing facilities. A sample *Head Start Facilities Forecast* appears at the end of this chapter.

HEAD START FACILITIES ASSESSMENT REPORT

Worksheet #1

Purpose: To examine issues related to the condition, cost, and future use of each facility, and to explore other site options. Be sure that you have provided enough information to enable the Head Start program to set priorities and to decide which improvements should be made immediately, which should be made over the next year, which should be scheduled for the future, and which can be deferred indefinitely.

Instructions: Complete the form below by describing each needed improvement in each facility. Be specific. Include a justification for the improvement (for example, needed to meet licensing; compliance with Head Start Performance Standards) and include cost data. Attach additional sheets to the form as necessary.

Name of Program: _____

Location of Center Being Assessed: _____

Person(s) conducting assessment: _____

Date of assessment: _____

Ownership of building (if leased, when does lease expire?) _____

Assessment Step:	***Name of Facility:*** _____
1. Capacity of building ◆ Number and type (or function) of rooms. [Describe the building's rooms and the use to which the rooms are or can be put]. ◆ Outdoor space and how it is currently used. ◆ # of children currently served in building ◆ # of staff currently using office space ◆ # other current uses of building	
2. Program quality How does this facility affect program quality, better or worse? [Refer to Performance Standards and state how the building helps or hinders in meeting the Performance Standards.]	

Over →

(See Worksheet #1, page 91)

Worksheet #1 Continued

Assessment Step:	***Name of Facility:*** _____
3. Condition of building and grounds: Analyze any problems in the following areas and include an estimate of the cost of repair: a. Playground b. Plumbing c. Roof d. Kitchen e. Floor f. Heating system g. Fire safety h. Electrical system i. Other (specify)	
4. Cost effectiveness of necessary renovation: Analyze cost effectiveness of necessary renovations. Write a timetable for the renovations, listing them in descending order of priority. (What needs to be done right away? What can be deferred?)	
5. Future use of the building: ◆ Is it in the best interests of the program to continue to occupy the building? Why or why not? ◆ Is expansion of this building to increase its total area possible? Desirable?	
6. Other site options What other site options are available? (Rental, purchase, construction)	
Additional comments: (Attach additional sheet if necessary.)	

(See Worksheet #1, page 92)

HEAD START FACILITIES FORECAST

Worksheet #2

Purpose: To provide a framework for planning discussions with the Regional Offices and other funding sources, and to provide guidance for upgrading and/or expanding facilities and identifying neighborhoods in which facilities should be established.

Instructions: Complete each item on the following page, beginning with the column marked Current Year. Attach supporting documents where necessary. Be as specific as you can. Sources of information are indicated for each item.

Information for current year:

Total Funding. The total budget by funding source should be available from the Head Start grant and other budget documents. Identify all resources that are used to pay for services to Head Start children and their families. If the program has substantial funding from sources in addition to Federal Head Start, identify each of the major funding organizations and attach a brief description of the services and amount of funding provided.

Number of Classroom Staff; Total All Staff. The number of classroom and other staff should be found in the personnel and other program management files.

Number of Facilities; Number of Classrooms. These figures should be available from the program files.

Enrollment by Facility. Enrollment by facility should reflect actual enrollment during full program operation. If the program has substantial turnover of children and families during the year, estimate the extent of the turnover, using previous program experiences as a guide. In an attachment, project the total number of children that will be served during the operating year and summarize the implications of turnover for budget and facilities. Review Program Information Report (PIR) files for consistency of staff and enrollment data.

Comments. Spell out planning assumptions or attach related documents.

Projections for Years 1-5.

Total Funding. Because the Head Start program is funded through an annual appropriation from Congress, it is impossible to predict if there will be future funding increases. Although there has been a recent period of rapid expansion in Head Start, there is no guarantee that such expansion, or any expansion, will continue in the following years. Consider these possibilities when you consider your community's needs and when you forecast facility needs.

Number of Classroom Staff; Total All Staff; Number of Facilities; Number of Classrooms. Strategic planning and community needs assessment should provide a basis for year-by-year forecasts of total number of classroom and other staff, and total numbers of facilities and classrooms.

Enrollment by Facility. Strategic planning and community needs assessment also should provide the basis for the year-by-year enrollment forecasts. The projected enrollment in specific facilities should take into account the adequacy of existing facilities as described in the Facilities Assessment Report.

Over →

(See Worksheet #2, page 93)

Worksheet #2 Continued

Program _____

Person(s) preparing forecast: _____

Date of forecast: _____

	Current Year	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total Funding ($)						
ACYF Head Start Funding						
Other Funding (Specify)						
Non-Federal Share						
Number of Classroom Staff						
Total All Staff						
Number of Facilities						
Number of Classrooms						
Enrollment by Facility: 1 2 3 4 **Total Enrollment**						
Comments:						

(See Worksheet #2, page 94)

2. UNDERSTANDING HEAD START COMPLIANCE ISSUES

Head Start facilities must meet certain program, legal, and public access requirements. This chapter discusses compliance with Head Start Program Performance Standards; with local, State, and Federal laws; and with accessibility regulations, and discusses the effect compliance may have on Head Start facilities and facilities design.

Meeting Head Start Program Performance Standards

The Head Start Program Performance Standards set the basic requirements that Head Start programs must meet. The Standards were first issued in 1975; they have been modified and expanded several times since then, most recently in 1993. The Standards are comprehensive, they address each component of the Head Start program, and they have implications for facilities.

The Standards call for "...a physical environment conducive to learning and reflective of the different stages of development of the children... For center based programs, space shall be organized into functional areas recognized by the children, and space, light, ventilation, heat, and other physical arrangements must be consistent with the health, safety, and developmental needs of the children. To comply with this standard:

1. There shall be a safe and effective heating system;
2. No highly flammable furnishings or decorations shall be used;
3. Flammable and other dangerous materials and potential poisons shall be stored in locked cabinets or storage facilities accessible only to authorized persons;
4. Emergency lighting shall be available in case of power failure;
5. Approved, working fire extinguishers shall be readily available;
6. Indoor and outdoor premises shall be kept clean and free, on a daily basis, of undesirable and hazardous material and conditions;
7. Outdoor play areas shall be made so as to prevent children from leaving the premises and getting into unsafe and unsupervised areas;
8. Paint coatings in premises used for care of children shall be determined to assure the absence of a hazardous quantity of lead;

9. Rooms shall be well lighted;

10. A source of water approved by the appropriate local authority shall be available to the facility; and adequate toilets and hand washing facilities shall be available and easily reached by children;

11. All sewage and liquid wastes shall be disposed of through a sewer system approved by an appropriate, responsible authority, and garbage and trash shall be stored in a safe and sanitary manner until collected;

12. There shall be at least 35 square feet of indoor space per child available for the care of children (i. e., exclusive of bathrooms, halls, kitchen, and storage places). There shall be at least 75 square feet per child outdoors; and

13. Adequate provisions shall be made for handicapped children to ensure their safety and comfort."

The Performance Standards also specify that "...equipment and materials shall be:

1. Consistent with the specific educational objectives of the local program;

2. Consistent with the cultural and ethnic background of the children;

3. Geared to the age, ability, and developmental needs of the children;

4. Safe, durable, and kept in good condition;

5. Stored in a safe and orderly fashion when not in use;

6. Accessible, attractive, and inviting to the children; and

7. Designed to provide a variety of learning experiences and to encourage experimentation and exploration."

Other elements of the Performance Standards that have implications for facilities are provisions on providing opportunities for parents to participate in skills-development activities and training, and on providing counseling and other social services to families. In addition, Head Start programs are expected to offer to parents of participating children, family literacy services and training to provide the continued involvement in the education of their children upon transition to school. Head Start programs are also encouraged to offer training in child development, assistance in developing communications skills, opportunities to share experiences with other parents, and

substance abuse counseling. {Section 642 (b) of the Head Start Act.} Because of these provisions, additional space to locate staff and services for other community programs may be needed.

The facilities assessment team and others interested in Head Start facilities requirements are urged to consult the Performance Standards and the Head Start Act for more details. The Standards and the Head Start Act are available from ACF Regional Offices and the Head Start Bureau.

At the end of this chapter there is a *Checklist for Quality Head Start Facilities*. This checklist can be used to assess a program's compliance with the Performance Standards.

Meeting Other Legal Requirements

Head Start facilities must meet a number of legal requirements, including licensing and zoning requirements, fire, health and safety regulations, and laws regarding environmental hazards.

Licensing and Zoning Requirements

Head Start facilities must meet applicable State and local licensing requirements. While these requirements vary widely among communities, they usually include:

- Child-staff ratios;
- Indoor and outdoor space requirements;
- Toilet facilities;
- Supervision of children;
- Safeguards to prevent child abuse and neglect;
- Exits, including fire doors and exterior access classroom doors;
- Sprinkler systems; and
- Other design requirements.

Head Start facilities also must meet zoning regulations, which may restrict land use. In many communities, Head Start centers must meet the same requirements as preschools or child care centers. In other communities, special provisions or exceptions may apply.

Consult your local officials for further guidance about licensing and zoning regulations.

Meeting Fire, Health, and Safety Regulations

Fire: Head Start facilities must meet State and local fire safety codes and regulations. Each facility must have approved, working fire extinguishers readily available, and staff and other adults participating in the program should be able to locate and properly operate the fire extinguishers. Flammable materials should be kept out of Head Start buildings or be properly stored. Regular fire drills should be held, and there should be an emergency evacuation plan posted in each room.

Head Start programs should consult fire safety officials about the following:

- The basic materials and construction criteria for a "fire resistant" building;
- Fire and smoke barriers and other safeguards for older buildings;
- Fire doors, exit markings, emergency lighting, alarm systems and other safety features;
- Installation and testing of fire alarms, smoke detectors sprinkler systems, and other fire suppression systems; and,
- A fire evacuation plan which includes guidelines for staff and fire fighters to follow in evacuating persons with disabilities; infants and toddlers; older adults; preschool children; and others.

Health: Head Start facilities must conform to all applicable State and local health codes and regulations and to the applicable provisions in the Head Start performance standards. The following have implications for facilities planners:

- Centers should be well-lighted and properly ventilated;
- Temperature should be regulated so that classrooms are neither too hot nor too cold for the children's comfort and well being;
- If food is prepared at the center, all requirements for nutrition and food service should be met. If food is prepared at another approved facility, it must be transported to the center in sanitary containers and maintained at appropriate temperatures;
- Facilities should be cleaned regularly, carpets and rugs should be clean and bacteria free, and rooms should be odor free;

- There should be an isolation area for sick children; and
- There should be ***no smoking*** in Head Start facilities.

Safety: Head Start facilities must comply with State and local safety regulations and with the Head Start Program Performance Standards for safety. Facilities design should include:

- A well-equipped First Aid Kit in a handy location;
- Locked storage, inaccessible to children, for cleaning supplies and other toxic materials;
- Storing electrical appliances, cords, and outlets placed out of children's reach;
- Safety covers or protective caps on electrical outlets;
- Water temperature below 110 degrees Fahrenheit to prevent scalding;
- No lead paint or asbestos;
- A safe playground;
- Outdoor lighting around the center and on the playground;

In addition to the Federal, State, and local standards typically required, the following safety features should be considered: monitoring window, low partitions, and security mirrors in bathrooms, lofts, storage areas, and corridors with restricted views in order to enhance supervision of small children.

Environmental Regulations: Head Start programs must meet applicable federal, regional, state, and local environmental regulations for existing and new facilities. Meeting these regulations may require radon testing, soil testing, environmental study and clean-up, or the removal of materials such as asbestos or underground oil tanks. In such cases, it is advisable to rely on specialists to do the work. Any Head Start program planning new construction or extensive renovation should consider hiring an environmental specialist to determine whether the facility and the immediate neighborhood are free of environmental hazards, and if hazards are discovered, to advise corrective action. Head Start grantees planning to use grant funds to build, purchase, or renovate a facility should contact their state and local environmental services offices about environmental assessment requirements. Head Start programs in areas that are vulnerable to natural disasters, such as hurricanes, tornadoes, and earthquakes, may be required to meet special construction

provisions. They also may be required to have emergency evacuation plans. These programs should consult with architects experienced in designing facilities that are "disaster resistant" to be certain the facility they are planning will meet the regulations. Head Start programs that utilize mobile and modular facilities should give special consideration to this issue.

For more information on disaster preparedness, contact the specialists at the Federal Emergency Management Agency. Send your request, to:

Federal Emergency Management Agency
Washington, DC 20472

Meeting Accessibility Requirements

Head Start programs and facilities must be accessible to children, their families, staff, and others. This access extends to individuals with disabilities. Under Head Start funding regulations, elimination of architectural barriers that affect the participation of children and adults with disabilities, and renovation of space and facilities to ensure the safety of children, are allowable costs.

Accessibility does not mean that every Head Start building or every part of a building must be physically accessible, but that the program services as a whole are accessible. Structural changes to make the program services available are required, if alternatives, such as reassignment of classes or moving activities to other rooms, are not possible. Program funds may be used for widening entrances, installing ramps, remodeling restrooms, or other modifications, and for equipment (including accessible vehicles) needed to make program services accessible.

Four laws include provisions that have major implications for Head Start facilities:

1. ***The Head Start Act***, which mandates that at least 10 percent of program enrollment opportunities be made available for children with professionally diagnosed disabilities;

2. The ***Individuals with Disabilities Education Act (IDEA)***, which lowered the age of eligibility for special education and related services for children to age three and established a special Infants and Toddlers Program;

3. Section 504 of the ***Rehabilitation Act of 1973***, which is Federal nondiscrimination legislation; and

4. The *Americans with Disabilities Act (ADA)*, also Federal non-discrimination legislation, provides comprehensive civil rights protection to individuals with disabilities.

The Head Start Act

The Head Start program serves children with the full range of disabilities. It is one of the few inclusionary settings for preschool children with disabilities, and it likely will serve rising proportions of children with severe disabilities in the future.

Head Start's revised eligibility criteria for serving children with disabilities, as published in the Federal Register on January 21, 1993 (45 CFR Parts 1304, 1305 and 1308), are consistent with the criteria of the Individuals with Disabilities Education Act (IDEA), including Section 504 of the Rehabilitation Act of 1973, in order to facilitate the transition of children and families from Head Start to the public schools. See ACYF Information Memorandum, ACYF-IM-93-06, February 17, 1993, for the Final Rule on Head Start Services for Children with Disabilities.

IDEA

Major provisions of the IDEA that affect Head Start are:

- All children with disabilities, regardless of the severity of their condition, are entitled to receive a free appropriate public education;
- Education and special services will be based upon a complete and individual assessment and evaluation of the child's condition;
- An Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) will be developed for every child eligible for special education or early intervention services and will specify what types of services each infant, toddler, or preschooler will receive; and
- To the maximum extent, each child with disabilities will be included in the least restrictive environment; i.e., the environment provided for children without disabilities.

Head Start planners should be familiar with the following, which may apply to their programs:

- Formal agreements between Head Start programs and State and local education agencies to provide coordinated services to children with disabilities;

- Direct funding from State and local education agencies to Head Start programs to support special education or related services to children with disabilities. These funds also can be used to modify facilities to ensure access.

- Requirements that Head Start classrooms in the public schools provide services to children with disabilities in a similar fashion to other preschool programs run by the school system under the IDEA;

- Section H of IDEA, which may affect participants in Parent Child Centers, migrant programs, and other Head Start programs serving infants and toddlers; and

- Legislative requirements that affect other early childhood programs that may have a bearing on facilities planning and development, including the selection of neighborhoods in which Head Start might locate centers.

Section 504 of the Rehabilitation Act of 1973

The provisions of Section 504 of the Rehabilitation Act of 1973 apply to children served by Head Start. This means that Head Start services to children with disabilities are subject to the requirements of this legislation in addition to the Head Start Act. The following are among the requirements:

- Admissions policies, program brochures, and waiting list procedures may not intentionally or unintentionally exclude or discriminate against children with disabilities;

- Head Start programs may not deny admission to a child with disabilities for the reason that to do so would lead to an increase in their insurance rates or a cancellation of their coverage. (Note: Head Start programs would need to obtain insurance coverage from a different provider in such situations.)

- Head Start may not require toileting skills as a condition for enrollment.

- Children with disabilities must be included in all program activities (e. g., playground activities, art projects, and field trips).

- Head Start cannot deny admission to an eligible child with disabilities for whom Head Start is an appropriate placement according to the child's IEP.

ADA

ADA requirements apply equally to family members, staff, and other individuals who come in contact with Head Start. In the past, to the extent that the needs of disabled individuals were taken into account in Head Start facilities planning, it was usually the best interests of the children that were considered. Under the ADA, facilities planning must take into account all persons with disabilities, adults as well as children. Relevant provisions include the following:

- Construction of new facilities and renovation of existing facilities must be in accord with the ADA Accessibility Guidelines;
- Architectural and structural communications barriers must be removed where readily achievable (that is, where this can be done without great difficulty or expense). In determining whether barrier removal is feasible, the Head Start program should consider the nature of the action needed, the cost, and overall program financial resources;
- If barrier removal is not feasible, alternate methods must be pursued;
- When alterations to primary function areas are made, there must be an accessible path of travel to the altered areas (including bathrooms and drinking fountains);
- If a Head Start program employs 15 or more persons, the program may not discriminate in hiring or promotion of an individual with disabilities if the person is otherwise qualified. This does not prevent Head Start programs from assessing the applicant's ability to perform the essential elements of the job (such as being able to get children out of a building during a fire or keeping up with physically active preschoolers). However, Head Start programs may deny employment to staff who pose a risk to the health and safety of children or other staff; and
- ***Head Start programs that own their own facilities are responsible for compliance with the ADA***, including bearing the expenses of appropriate modifications of facilities. For Head Start programs that lease their facilities, responsibility for ADA compliance, and for modifications of facilities and barrier removal, should be negotiated in the lease.

Program Issues

Facilities planners should keep in mind the following program issues as they design their centers:

- Each child with diagnosed disabilities must be provided with an individualized education program (IEP) that specifies the education and related services that will be provided to that child;

- Programs should provide services in the least restrictive environment. It is ideal if a child can be included in the full program with modification of some of the small group, large group, or individual program activities to meet his or her special needs. The term least restrictive environment means an environment in which services to children with disabilities are provided:

  - to the maximum extent appropriate with children who are not disabled; and in which

  - special classes or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;

  - Children with physical disabilities should have chairs and other pieces of furniture as they grow of the correct size and type for their individual needs.

Each Head Start program must have a disability services plan to meet the special needs of children with disabilities and their parents. The plan must include assurances of accessibility of facilities, and plans, if needed, to provide appropriate special furniture, equipment, and material.

No Head Start eligible child can be deprived of the opportunity to enroll in Head Start because of inaccessible facilities.

For more information, see ACYF Information Memorandum, ACYF-IM-93-06, February 17, 1993, for the Final Rule on Head Start Services for Children with Disabilities.

NOTE: The United States Architectural and Transportation Barriers Compliance Board is developing regulations which will contain design requirements which specifically address access for children. When these regulations are promulgated, Head Start, school, and other facilities primarily servicing children, will be expected to comply with these regulations.

CHECKLIST FOR QUALITY HEAD START FACILITIES

Worksheet #3

Purpose: This checklist is a self-assessment tool for Head Start grantees and delegate agencies. It is organized around the following facilities categories:

- ◆ Classtrooms
- ◆ Administrative
- ◆ Parent and staff space
- ◆ Playgrounds
- ◆ Building and grounds

Instructions: Rate each applicable category by checking the "Yes," "No," or "Needing Improvement" column in answer to each item in the category. If a particular item is not applicable to the facility you are assessing, note "N/A" in the "Comments" column. Comments should highlight aspects of the facility that are outstanding or exemplary and note areas that need improvement, along with the corrective action required. In particular, comments should identify any areas that pose immediate or potential hazards to the children or that may constitute a safety or health risk for parents, staff, or volunteers.

This checklist is designed to be filled out for a Head Start facility at one location or site. Assess each classroom in the facility separately, duplicating Part A. Classrooms of the Checklist as necessary.

Program _____

Review Date: _____

Name of Facility: _____

Location: _____

Facility Director: _____

Telephone No _____

Reviewer(s): _____

_____

_____

Telephone No(s): _____

_____

_____

Over →

(See Worksheet #3, page 95)

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Worksheet #3 Continued

SUMMARY RATING

Category	*# Yes*	*# No*	*# Needing Improvement*	*Comments*
Classroom 1				
Classroom 2				
Classroom 3				
Classroom 4				
Classroom 5				
Playground				
Parent/Staff Space				
Administrative Space				
Building and Grounds				
Total				
Action Recommended:				

	Yes	*No*	*Comments*
A. CLASSROOMS			
All classrooms: 1. Is there space for one-to-one, small group, and large group activities?			
2. Does the layout support developmentally appropriate learning?			

Continued →

(See Worksheet #3, page 96)

Worksheet #3 Continued

	Yes	No	Comments
3. Is there at least 35 square feet of space per child?			
4. Is the furniture child sized?			
5. Are toilets and basins child sized and accessible to children?			
6. Is drinking water accessible to children?			
7. Do children have space to hang up their coats, and cubbies for their belongings?			
8. Is there space for children to play quietly alone?			
9. Does the classroom meet the requirements of the Americans with Disabilities Act?			
10. Does the setting promote mainstreaming of children with disabilities?			
11. Does the layout encourage children to rearrange space for their own activities?			
12. Is space organized into functional areas recognized by the children?			
13. Does the layout permit children to move freely from one area to another, without disruption?			
14. Can children's artwork be displayed at a child's eye level?			
15. Have sound absorbing materials been used?			
16. Are there separate quiet and active areas?			
17. Are there soft elements, such as carpeting and pillows?			

Over →

(See Worksheet #3, page 97)

Worksheet #3 Continued

	Yes	No	Comments
18. Can children be seen and supervised at all times? For example, are there view panels on all doors to rooms in which children play? Can children be observed while they are in bathroom areas?			
19. Can children move about easily and play safely in the classroom?			
20. Do space, light, ventilation, and physical arrangements meet the children's health, safety, and developmental needs?			
21. Is there an outside door from the classroom or other safe ways to exit in a fire or other emergency?			
22. Does the layout support nutritional activities?			
23. Is there adequate space for indoor play and for gross motor activities, especially in bad weather?			
24. Are shelves and storage for toys and materials accessible to children?			
Infant/toddler rooms 25. Is the furniture and equipment sized for children under age 3?			
26. Are the toys suitable for infants and toddlers?			
27. Is there an area where infants can crawl safely?			
28. Are there quiet rest and sleeping areas with adjustable lighting?			
29. Are there safe, sturdy cribs for infants?			
30. Is there a separate diapering area?			

Continued →

(See Worksheet #3, page 98)

Worksheet #3 Continued

	Yes	No	Comments
31. Is there a diapering table about 36" high?			
32. Is there a separate sink for washing up after diapering?			
33. Are there toilets in or near the toddlers' rooms?			
34. Is the food preparation area separate from the diapering and toileting areas?			
35. Is there a refrigerator to store infant formula, milk, and baby food?			
36. Are there bottle warmers or other ways to heat milk and food?			
37. Is there a dishwasher or other means of sterilizing bottles and eating utensils?			
38. Is there a sink for washing up eating utensils which is separate from the sink for washing up after diapering?			
39. Are there storage cabinets out of reach of children?			
B. PLAYGROUND			
1. Is there a minimum of 75 square feet per child of usable outdoor play space?			
2. Are there shock absorbing surfacing materials under and around the equipment? Do these materials meet Consumer Product Safety Commission guidelines?			
3. Is the equipment free of rust, rot, cracks, splinters, or protrusions?			
4. Is the playground free of dangerous debris?			
5. Has the equipment been installed according to the manufacturer's specifications, and is it securely anchored?			

Over →

(See Worksheet #3, page 99)

Worksheet #3 Continued

	Yes	No	Comments
6. Is there a barrier around the playground to keep children from running into the street?			
7. Are the playground and the equipment appropriate to the children's size, age, and developmental levels?			
8. Are the playground and equipment accessible to children with disabilities?			
9. Are there distinct play areas with a variety of surfaces for different purposes?			
10. Can children move freely and safely about the playground?			
11. Is there a hard surface area for wheeled toys?			
12. Are there areas and structures that invite balancing, jumping, and climbing?			
13. Are there safe and healthy places for sand and water play?			
14. Is there convenient storage for outdoor equipment and materials?			
15. Is the playground close to the facility?			
16. Are outdoor water fountains available?			
C. PARENT AND STAFF SPACE			
1. Is there a designated space for parents to meet and engage in program activities?			
2. Does the layout encourage all types of parent involvement, including training in child development and literacy?			
3. Is there an area where staff and parents can talk privately?			

Continued →

(See Worksheet #3, page 100)

Worksheet #3 Continued

	Yes	No	Comments
4. Is there space for staff to go for breaks?			
5. Is there adequate space for staff meetings and training sessions?			
6. Are there separate designated bathrooms for adults available to staff and parents, including a bathroom accessible to adults with disabilities?			
7. Is there a convenient bulletin board where notices for parents can be posted and easily seen?			
D. ADMINISTRATIVE SPACE			
1. Is there adequate space to conduct child health and developmental screening and assessment?			
2. Is there secure space to store confidential child and family records?			
3. Is there secure space to store old records for at least three years?			
4. Is there adequate storage for coats for children, staff, and parents?			
5. If needed, is there adequate space for co-locating staff from other agencies serving Head Start children and families?			
6. Are property records and property and equipment inventories maintained and up-to-date?			
E. BUILDING AND GROUNDS			
1. Is the facility accessible to parents, staff, and children with disabilities?			
2. Does the layout make it easy to greet children and parents when they arrive and leave?			
3. Does the kitchen meet health and safety requirements?			

Over →

(See Worksheet #3, page 101)

Worksheet #3 Continued

	Yes	No	Comments
4. Do bathrooms meet health and safety requirements?			
5. Are there child abuse safeguards, such as low walls, vision panels, and reflective security mirrors?			
6. Is there safe, locked storage for cleaning supplies and other toxic products?			
7. Are heating units and electrical outlets safe, covered, and/or inaccessible to children?			
8. Is emergency lighting available in case of power failure?			
9. Is all paint lead-free?			
10. Is the building free of asbestos?			
11. Are the building entrances and the parking area well-lighted?			
12. Is the landscaping trimmed and free of hazards?			
13. Can staff, parents, and visitors enter the reception area without breaching the security of the playground?			

(See Worksheet #3, page 102)

3. DESIGNING HEAD START FACILITIES

This chapter provides basic design information for Head Start facilities. Its major focus is on Head Start centers, but it also addresses home-based, shared, and co-located facilities.

Designing Head Start Centers

This section examines Head Start Center classrooms; play areas; office, staff, and parent areas; kitchens; bathrooms; and building and grounds. It discusses design requirements and provides guidance for assessing the adequacy of facilities.

Classrooms: Facilities can have a major, and in some cases a determining, influence on what happens in the classroom. The layout of the classroom can shape child behaviors, child-to-child interaction, and adult-child interaction. The setting can channel movement in developmentally-appropriate ways or constrain activity, encourage curiosity, or stifle a child's natural inclination to explore.

Developmentally appropriate facilities support Head Start's goal of promoting the child's social competence. A developmentally appropriate program is:

- **age-appropriate** - that is, suitable for a child of a given age; and
- **individually appropriate** - that is, right for the individual child.

These program principles have profound implications for Head Start facilities:

- They mean that Head Start classrooms cannot resemble elementary school classrooms or classrooms in programs that are designed for older children;
- They mean that Head Start classrooms cannot resemble kindergarten or preschool settings in which all children are exposed to the same activities or to developmentally inappropriate activities; and
- They mean that infant and toddler classrooms, and classrooms for older Head Start children, must be fundamentally different.

This section discusses both infant-toddler rooms and preschool classrooms. Extra emphasis has been given to infant-toddler issues, in response to requests from Head Start programs that are considering expanding to serve this population.

Infant and Toddler Rooms

Creating an environment for infants and toddlers poses special challenges. Infants and toddlers require facilities tailored to their unique developmental needs, their vulnerabilities, and their capabilities. Children from birth to age three can be divided into three developmental stages:

- Young infants (birth through 8 months);
- Crawlers and Walkers (8 to 18 months); and
- Toddlers (18 months to 3 years).

The milestones for each of these stages and their implications for infant-toddler room design are presented in *Infant-Toddler Developmental Milestones: Implications for Classroom Design* which follows.

Room Design: Five steps guide the design of a responsive classroom for infants and toddlers:

STEP 1: Plan the environment around the developmental needs and capabilities of the children served.

STEP 2: Arrange space for particular activities for children.

STEP 3: Provide for the child's comfort.

STEP 4: Promote the child's health.

STEP 5: Protect the child's safety.

STEP 1. Plan the environment around the developmental needs and capabilities of the children served.

The plan for infant-toddler rooms should take into account both the functional layout of the space and developmental considerations affecting the children. At a functional level, the room should be arranged for such basic activities as arrival and departure, play, sleeping, feeding, and diapering. At a developmental level, the room should be responsive to the unique, and the shared, needs of infants and toddlers. The room should be designed to encourage mothers to take part in program activities.

Answers to the following questions will influence the planning of responsive environments for infants and toddlers:

- Will the program serve groups of about the same ages and developmental levels, or a mixed age grouping?

- If a mixed age grouping is the choice, how will different areas and strategies will be used to respond to the distinct developmental needs of each group?

- How will the setting or program be modified as children grow older during the operating year or as they remain in the program over several years?

- At what times during the day will parents be present with the children? What roles will the parents play in the program? Are there space needs related to the parents' participation in the program?

- What are the group sizes of children of various ages? What are the child/adult ratios for each group of infants and toddlers? How many paid caregivers will be responsible for each group of children? What other adults, such as parents, other relatives, volunteers, or substitutes, will assist with the children's care? Are there space needs associated with these adults?

STEP 2: Arrange space for particular activities for children.

The learning environment should reflect the program plan. Facilities designers should ask the following questions:

- What developmental goals and objectives are we trying to achieve with this group of infants or toddlers?

- What curricular tasks or activities contribute to these objectives?

- What arrangement of room and equipment will best support these activities?

- How does the environment appear from the child's point of view?

- Can the caregivers easily see and supervise the children at all times?

The infant-toddler room should include the following:

Learning and Development Centers should be:

- Organized so that learning materials (such as blocks and books) are on low shelves or in centers readily accessible to the children;

- Arranged so that it is easy to identify different activity areas (such as the block corner, water play, and the dress-up or dramatic play area) and to move from one area to another; and
- Designed so that there is space for children to work individually and in small groups, and places for both active and quiet learning.

Play Areas should be:

- Designed so that children can play alone or with others;
- Arranged so that toys are on low shelves where infants and toddlers can reach and use them; and
- Furnished with child-sized furniture and equipment. A guide to appropriate infant-toddler furniture and equipment is included at the end of this chapter.

Small Muscle Activity and Sensory Perception Areas should be:

- Provided with space and manipulative toys that foster small muscle development and sensory perception; .
- Furnished with child-sized tables, shelves, and centers; and
- Equipped with a variety of toys suitable for infants and toddlers, such as large cardboard blocks, large soft blocks, large snap beads, feelie bags, nesting cups, and stacking rings.

Large Muscle Activity Areas should be:

- Provided with a soft carpet and padded objects over which infants can crawl; and
- Designed with adequate space and equipment for toddlers to run, jump, climb and push.

Creative Expression Areas should be:

- Provided with space for dress up or fantasy play; and
- Designed for art, music and sand play.

Multi-level Areas should be:

- Designed with raised platforms, playpits, movable risers, stairs and steps;
- Organized to permit a variety of developmentally appropriate activities; and
- Arranged to provide space for both private and small group activities.

Rest and Sleeping Areas should be:

- Designed with quiet space for each infant or toddler to nap or to rest, away from active areas, passageways, and places where people congregate;

- Furnished with cribs, cots, and mats that meet health and safety regulations and are at least 1-2 feet apart;
- Arranged so that staff can observe the children at all times;
- Provided with adjustable lighting, preferably a dimmer switch;
- Organized so that infants in cribs have attractive and interesting views; and
- Provided with storage for bedding that is handy for caregivers and out of children's reach.

Diapering, Toileting, and Washing Up Areas should be:

- Provided with a changing table about 36 inches high, a sink, storage for diapers, clean clothes, and supplies and space for a diaper pail;
- Designed with toilets and hand washing facilities in or near the toddlers' area to encourage toilet training; and
- Provided with a water temperature control on the hot water heater or the pipes leading to the sink to prevent scalding.

Food Preparation and Feeding Areas should be:

- Separated from the diapering and toileting area:
- Provided with storage space out of the children's reach, a refrigerator, and a dishwasher or other means of sterilizing bottles and utensils;
- Designed with uncarpeted, non-skid, and easy to maintain floors; and
- Designed with easy to clean surfaces.

STEP 3: Provide for the child's comfort.

Virtually everything in the very young child's life takes place no more than three feet from the floor. Especially at that level, the infant-toddler room should be comfortable and visually appealing, with an inviting, homelike feel. The room should include:

- Soft objects for the child to lie or play on, sit in, or crawl over;
- A rocking chair or other area where children can be held and comforted;
- A smooth floor surface for block play and for toddler's wheeled toys; and
- Acoustic tiles, rugs, or carpets with pads; indoor-outdoor carpeting; or other material on some wall sections to absorb sound.

STEP 4: Promote the child's health

Infant-toddler rooms should provide a healthy environment and promote wellness. The rooms should be easy to keep clean and sanitary and include exposure to natural light and fresh air. Air conditioning and heating, humidity, and ventilation should be well regulated, particularly near the floor and in other areas where infants and toddlers spend their time. Lighting systems should be adequate and adjustable.

STEP 5: Protect the child's safety

Infants and toddlers learn and develop by exploring their environment. Infant-toddler rooms should protect children as they explore. Planners should be alert to overcrowding, which can pose a major safety problem in the infant-toddler room. Children under age three lack an awareness of the space needs of other children. Adequate space will keep children from bunching up and bumping into or injuring each other.

There will always be a certain degree of risk of falls, bruises, scrapes, and cut, especially when children do something for the first time. Head Start programs should take all reasonable precautions to safeguard the children without compromising their freedom of movement. It is impossible and undesirable to achieve a risk-free program setting. But it is both feasible and essential to achieve a setting that is safe for infants and toddlers.

INFANT-TODDLER DEVELOPMENTAL MILESTONES: IMPLICATIONS FOR CLASSROOM DESIGN

Worksheet #4

STAGE	MILESTONES	IMPLICATIONS (the classroom should have):
Young Infants (Birth to 8 months)	◆ Spends time gazing at adults, objects, and the environment. ◆ Reaches for and grasps toys. ◆ Grasps and releases objects. ◆ Manipulates objects. ◆ Lifts head. ◆ Listens to conversations. ◆ Rolls over. ◆ Begins to crawl. ◆ Responds to voices. ◆ Gazes at faces. ◆ Sits up. ◆ Observes a moving object. ◆ Identifies objects from various viewpoints. ◆ Hits or kicks objects. ◆ Responds to social contact, especially with familiar adult. ◆ Reacts to strangers with soberness or anxiety.	◆ Cribs in areas where infants can see what's around them. ◆ Adequate space for babies, parents, and staff. ◆ Rocking chairs and soft couches for adults to hold infants. ◆ Carpeted areas to crawl. ◆ Space to move about freely.
Crawlers and Walkers (8 to 18 months)	◆ Enjoys exploring objects. ◆ Interested in peers. ◆ Attends to adult language. ◆ Smiles or interacts with self in mirror. ◆ Identifies some body parts. ◆ Sits in chair. ◆ Pulls self upright. ◆ Stands holding support. ◆ Walks when led. ◆ Walks alone. ◆ Throws objects.	◆ Multi-level areas to crawl across and climb over. ◆ Bars and equipment to pull self upright. ◆ Block areas. ◆ Space to roll a ball. ◆ Level area to walk across. ◆ Accessible objects in the room to explore. ◆ Chairs to sit on.

Over →

(See Worksheet #4, page 103)

Worksheet #4 Continued

STAGE	***MILESTONES***	***IMPLICATIONS*** (the classroom should have):
Crawlers and Walkers (8 to 18 months) Continued	◆ Climbs stairs. ◆ Looks at picture books. ◆ Points to objects. ◆ Begins to use "me, you, I." ◆ Tries to build with blocks. ◆ Uses a stool to reach for something. ◆ Shows pleasure in mastery. ◆ Displays affection for familiar person. ◆ Asserts self.	
Toddlers and 2-Year-Olds (18 months to 3 years)	◆ Increased awareness of being seen by others. ◆ Enjoys peer play and joint exploration. ◆ Identifies self with children of same age or sex. ◆ Exhibits more impulse control and self-regulation. ◆ Enjoys small group activities. ◆ Shows strong sense of self. ◆ Explores everything. ◆ Walks up and down stairs. ◆ Can jump off one step. ◆ Kicks a ball. ◆ Listens to short stories. ◆ Plays pretend games. ◆ Asserts independence. ◆ Puts on simple garments. ◆ Classifies and sorts objects. ◆ Displays aggressive behavior. ◆ Increased fearfulness. ◆ Verbalizes feelings more often. ◆ Shows concern for others.	◆ Housekeeping and dramatic play area. ◆ Story area. ◆ Sand and water play area. ◆ Indoor gross motor play area. ◆ Places to play alone and in small groups. ◆ Low shelves where toddlers can reach toys. ◆ Loft platforms.

(See Worksheet #4, page 104)

GUIDE TO INFANT-TODDLER FURNITURE

Worksheet #5

(Adapted from Lally and Stewart, 1990)

Chairs : 8 inches high for children under 30 months.

Tables : 12 to 14 inches high for children under 15 months; 16 to 18 inches high for children over 15 months.

Slides : 24 inches or less for children under 18 months; up to 3 feet for children 18 to 36 months.

Easels : 10 to 14 inches high, depending on the toddler's age and size.

Shelves : Less than 24 inches high so the children can reach the toys.

Steps : 4 to 5 inches high.

Mirrors : At floor level so the children can see themselves.

Riding toys : Easy for children to get on and off and to move.

Cribs : Rails at least 26 inches high, with secure latches that will not release accidentally. The crib slats should be no more than 2 3/8 inches apart, and the mattresses should be easy to keep clean and capable of being lowered.

Loft Platforms : No higher than 36 inches, with sides enclosed with Plexiglas panels or safe railings.

(See Worksheet #5, page 105)

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INFANT-TODDLER SAFETY: DO'S AND DON'TS

Worksheet #6

WHAT & WHERE	DO	DON'T
Rooms	◆ Use carpets or rugs with padding to cushion falls. ◆ Use low-pile carpets that are easy to clean (preferably a hypo-allergenic or anti-microbial carpet). ◆ Cover electrical outlets. ◆ Arrange multi-level rooms with suitable dividers, boundaries, and safety features. ◆ Install railings or handholds for children just learning to walk. ◆ Conduct daily safety checks. ◆ Avoid overcrowding.	◆ Obstruct areas where children crawl or walk. ◆ Have child-sized steps more than 4 to 5 inches in height. ◆ Permit slippery floors or loose rugs. ◆ Build lofts more than 36 inches high without adequate safety precautions. ◆ Use second story areas or other spaces that lack immediate safe access to the outside in case of fire or other emergency.
Equipment and Materials	◆ Select non toxic materials and furnishings. ◆ Provide cushioning materials around and under indoor climbing equipment. ◆ Provide toys that very young childrencan safely put in their mouths without risk of swallowing.	◆ Leave hazardous materials or equipment like electrical cords, chipped paint, and broken toys within reach of children. ◆ Leave health hazards such as bleach and cleaning materials in unlocked cabinets. ◆ Permit sharp corners or edges that might injure children. ◆ Use plants unless they are known to be nonpoisonous and safe to touch.
Play Area	◆ Fence the outside playground. ◆ Provide at least one child-proof exit gate. ◆ Place sand, wood chips, rubber mats, or other shock-absorbing materials	◆ Assume that children under age three will play in ways that are safe for them or other infants and toddlers. ◆ Design playgrounds with hard surface materials, such as rocks or concrete, except where needed for wheeled toys.

(See Worksheet #6, page 107)

Preschool Classrooms

Quality Head Start preschool classrooms are age- and developmentally-appropriate. They differ from Head Start infant-toddler rooms, and from kindergarten and elementary school classrooms. Head Start preschoolers have a great deal in common with other preschoolers in terms of their educational and developmental needs, but relatively little in common with younger or older children.

A chart that identifies the major features and quality indicators of a developmentally appropriate preschool classroom appears at the end of this section.

Head Start sets limits on preschool class size. If State or local licensing requirements are more stringent than the Head Start requirements, the program must meet those licensing requirements. Following are the Head Start class size requirements from 1306.32 of the Head Start regulations on Head Start Staffing Requirements and Program Options:

Predominant Age of Children in the Class	Class Size
4 and 5 year olds	Average of 17-20 children. No more than 20 children in any class.
4 and 5 year olds in double session classes	Average of 15-17 children. No more than 17 children in any class.
3 year olds	Average of 15-17 children. No more than 17 children in any class.
3 year olds in double session classes	Average of 13-15 children. No more than 15 children in any class.

The preschool classroom environment should foster the child's social competence by providing:

- Social and emotional development, including promoting the child's sense of identity and self-concept, and socialization with other children and adults;
- Gross and fine motor development;
- Language development;

- Cognitive development, including curiosity, problem solving and pre-literacy learning; and

- Art, music, dance/creative movement, fantasy, and dramatic play.

Facilities design can have a major impact on how the preschool classroom functions. When problems appear, they can sometimes be solved by modifying the room arrangement. *Modifying the Preschool Classroom* at the end of this section presents some typical classroom problems and ways to solve them by changing the classroom.

DEVELOPMENTALLY APPROPRIATE PRESCHOOL CLASSROOM

Worksheet #7

Major Features	Quality Indicators
1. The setting encourages appropriate interactions between the staff and the children.	◆ The classroom is child-centered, with space for one-to-one, small group, and large group activities.
2. The classroom supports a developmentally appropriate curriculum.	◆ Space layout, equipment, and materials support learning opportunities (for example, block corner, sand and water tables, dress-up and dramatic play areas, easels/art area, science and woodworking area, book corner, and computer center, are readily accessible to children). ◆ While small group, teacher-initiated activities are taking place, there are places for child-initiated, self-selected activities which children may choose. ◆ Equipment and space are available for children to engage in small motor and gross motor physical activities (including running, jumping, and balancing).
3. The classrooms are large enough for the number of children enrolled.	◆ There should be at least 35 square feet of usable space per child (many prefer 50 sq. ft.).
4. The setting helps children to develop independence and self-help skills.	◆ The children have a convenient place to hang up their coats and cubbies to keep their belongings. ◆ Classroom furniture is child-sized. ◆ Toilets and lavoratories are child-sized and accessible to children. Mirrors and water fountains are the appropriate height for children. ◆ There are spaces for children to go for quiet play alone.
5. The physical environment is suitable for children with special needs.	◆ The room meets the requirements of the Americans with Disabilities Act.

Over →

(See Worksheet #7, page 109)

Worksheet #7 Continued

Major Features	*Quality Indicators*
5. (continued)	◆ The setting promotes mainstreaming of children with disabilities and is individualized in response to special needs.
6. Space is flexible.	◆ Children can rearrange space for their own activities. ◆ Children can move freely from area to area without disruption. ◆ Space is provided for children's art work and projects, with displays at children's eye level.
7. The classroom environment promotes learning.	◆ Sound absorbing materials are used. ◆ There are separate quiet and active areas. ◆ There is adequate lighting. ◆ There are soft elements in the environment (carpets, couches, stuffed chairs, and pillows).
8. Children are under staff supervision and guidance at all times.	◆ Center design, including windows, doors, bathrooms, classroom areas, and storage areas, permits children to be seen at all times. ◆ Indoor-outdoor design and access should facilitate continuous supervision by adults.
9. The outdoor playground is child-centered.	◆ There should be a minimum of 75 square feet per child of usable outdoor play space (many prefer 100 sq. ft.). ◆ A variety of surfaces and equipment encourage alternate types of play (wheel toys, slides, swings, kick ball, and sand play). ◆ There is cushioning under climbing equipment. ◆ There are both shady and sunny areas. ◆ The playground is fenced in and protected. ◆ The playground is in close proximity to the center.
10. Facilities are safe, healthy, and sanitary for children.	◆ Intercoms or other security devices are installed at center entrance to ensure that all visitors are authorized. ◆ State and local licensing requirements are met. ◆ Guidance regarding safety, health, and sanitation set forth in this manual is followed.

(See Worksheet #7, page 110)

MODIFYING THE CLASSROOM

Worksheet #8

Problem	Classroom Modification
◆ Children run pell-mell through the classroom.	◆ Use low partitions, shelves, and storage units to create distinct learning and activity areas or centers, and break up straight open lanes that invite running.
◆ Children have difficulty sharing or playing together.	◆ Create spaces that invite small group activities, play, and socialization, such as a computer center or dramatic play area.
◆ Children are constantly asking staff for toys, books, and materials they need.	◆ Arrange materials on low shelves so that they are readily accessible to the children to encourage child-oriented learning.
◆ Children mill around aimlessly.	◆ Set up the classroom in clearly defined areas that promote a variety of activities, including sand and water tables, science area, reading corner, art center, block building, and a loft for playing alone or with one or two other children.
◆ Children resist helping pick up toys and materials.	◆ Establish shelves and storage areas for each toy and piece of equipment, prominently marked with a picture/name of the item. Allow adequate space so items are not jammed in together.
◆ Children have frequent accidents and injuries.	◆ Conduct a classroom safety check and take corrective action, for example: — non-skid tile floors; — no loose rugs; — electrical cords out of reach; and — children can be visually supervised at all times in all parts of the classroom.
◆ Children are too noisy.	◆ Use noise abatement materials in ceiling, walls, and floors whenever possible.

(See Worksheet #8, page 111)

Play Areas: Head Start Centers should have both indoor and outdoor play areas. This section discusses the requirements as well as suggestions for both, giving special emphasis to playgrounds, which have been identified by Head Start programs as one of the facilities needing substantial improvement.

Indoor Play Areas: Ideally, each Head Start Center should have at least one indoor play area, which might also be the multi-purpose room. This area should have a wide range of equipment for children to engage in large motor exercises and free play. There should be a hard surface area for riding toys, such as tricycles or big wheels.

Space that encourages movement has:

- Well laid out, clear pathways throughout the room;
- Non-skid floors;
- Carpeted open areas in which children can crawl or tumble in comfort and safety;
- Low steps for climbing and jumping; and
- An area for large muscle equipment such as balance beams, risers, a tumbling mat, slides, or tunnels.

Outdoor Playgrounds: This section discusses the criteria for assessing the adequacy and safety of playgrounds. It provides a systematic approach to playground planning and design. The guide, Making Playgrounds Safe at the end of this section, identifies common playground hazards and offers guidance on how to avoid them.

There should be at least 75 square feet (some prefer 100 square feet) per child outdoors. If adequate outdoor space is not available, additional indoor space should be provided and neighborhood parks and playgrounds should be used, as appropriate.

The following steps are recommended to agencies planning or modifying playgrounds:

Specify program goals:

- State the goals and objectives to be achieved through the playground.
- Review the education plan and the program's curriculum for implications for children's outdoor play and recreation.

- Think of the playground as an extension of the classroom, where learning and development take place during play.

- Consider age appropriateness and developmental appropriateness. Will the playground be used by infants and toddlers as well as preschoolers? Will older children share the playground at certain times?

Develop a Playground Plan:

- Base the plan on the ages, capabilities, and numbers of the children who will be using the play area

- Design the space to support the program goals, balancing costs and other considerations.

- Outline key program considerations and provide a blueprint for construction.

    - Take the following into account:
    - Head Start requirements;
    - State and local licensing regulations and codes;
    - Site characteristics and dimensions such as drainage, soil analysis, location of utilities, adjacent streets;
    - Security and safety;
    - Visibility from inside and outside the playground;
    - Accessibility for individuals with disabilities ;
    - Convenient access for the children;
    - Access to the play area for emergency vehicles;

- Ease of maintenance; and

- Adequacy of playground to support future program expansion.

Involve the Neighborhood and the Community: Neighbors and the larger community should be involved in planning the playground. Neighborhood "ownership" of the playground can be a source of pride and a deterrent to vandalism. In addition, community residents and businesses may be willing to help build and equip the playground.

Select Play Equipment:

Selecting developmentally appropriate equipment is one of the most difficult, and potentially costly, aspects of playground design. It merits priority in

planning. Head Start playground planners should identify equipment that has been used successfully with preschool children in the area and visit schools, child care centers, and community playgrounds that have exemplary equipment or interesting designs or layouts.

Planners should:

- Consider both "continuous play" multi-level connected play structures and "interactive play" structures that involve 2-3 children playing together on one piece of equipment;
- Explore using donated materials and labor from Head Start parents and community volunteers under the direction of an experienced designer or general contractor to build the equipment;
- Obtain brochures and price quotes from reputable vendors;
- Analyze each item of equipment and the overall group of play structures for safety, play value, contribution to program goals, and "fit" with the total playground plan;
- Consider the types of materials used in the equipment, and the location and weather conditions in which it must operate; and
- Avoid toxic and hazardous materials.

Select the Playground Surface(s):

Safety: Falls to the surface account for 70% of all playground accidents, and are by far the most common cause of injury and death of children. This hazard can be reduced if there are fall-absorbing safety surfaces, such as rubber or rubberized mats, wood mulch, and sand or gravel, under and around play structures. In addition, there should be a safety zone at least 6 feet wide around stationary equipment, and a wider zone around movable equipment.

Consult the *Consumer Product Safety Commission Handbook for Public Playground Safety* for additional guidance on playground surfaces, use and safety zones, critical height, and other playground safety issues. The Head Start program's insurance company may also provide advice on the appropriate safety or use zone for playground equipment.

Appeal: Playground surfaces can contribute to learning objectives if they include textures (hard and soft), levels (high and low), colors (bright and

subdued), and shapes (square, circle, triangle, rectangle). A mix of surfaces might include:

- Smooth surfaces (concrete or asphalt) for wheeled toys;
- Soft grassy lawn on which children call run, roll, tumble, and play;
- Areas for sand, water play, digging, or gardening (caution: sandboxes should be covered and water areas protected);
- Open areas for ball play and games;
- Areas and structures that invite balancing, jumping, and climbing;
- Walkways;
- Areas with trees and shade; and
- Hills, boulders, textured surfaces and other areas to lend visual appeal, variety and interest to the playground.

Finalize the Design:

The final plan should include a narrative description, scale drawings, a list of equipment and products and a budget. The scale drawing should include the playground area with any surrounding structures, fences, streets, and other environmental details. It should show pathways, specify play areas for different purposes and groupings of children, outline landscaping (trees, shrubs and lawn), and indicate the location of play structures, storage sheds, and other outbuildings. Specifications for the playground equipment and all surfacing materials should be included in the design (these tend to be the two highest cost items in a quality playground for young children).

After the design is completed and approved, planners should obtain competitive bids, evaluate them, and allow for a balanced and equitable consideration of quality and price. Manufacturers product descriptions, installation instructions, and warranties should be scrutinized carefully. The low bid may not always be the most cost effective choice or the selection in the best interests of the children.

Arrange for Construction, Installation and Maintenance:

Construction and installation should be carefully monitored, if possible by those involved in the playground design. Manufacturers should provide a maintenance checklist, and responsibility for regular maintenance of the playground and equipment should be assigned to the proper individual(s).

MAKING PLAYGROUNDS SAFE

Worksheet #9

Safety Concerns	Guidance
1. A child may be injured in a fall from the equipment.	◆ Proper shock absorbing surfacing materials should be used under and around equipment. ◆ Follow CPSC guidance for equipment (for example, the maximum difference in height between stepped platforms for preschoolers should be 12 inches). ◆ Check equipment periodically for adequate protective surfacing under and around it and for any surfacing materials that may have deteriorated.
2. Swings and other moving equipment may strike a child.	◆ Locate moving equipment, such as swings and merry-go-rounds, toward a corner or edge of the playscape and ensure the equipment meets design requirements for preschoolers. ◆ Disperse heavy use equipment to avoid crowding in any one area. ◆ When playgrounds are used by children of all ages, ensure that landscaping, layout of pathways and distribution of equipment provides distinct areas for preschool children, infants, and toddlers. ◆ Avoid multiple occupancy swings, animal figure and rope swings, swinging exercise rings, and trapeze bars.
3. Protrusions, pinch points, sharp edges, hot surfaces, and playground debris may injure a child.	◆ Closely supervise preschoolers on the playground. ◆ Check the playground every morning for possible hazards, debris, or litter. ◆ Check all equipment daily for rust, rot, cracks, and splinters.
4. Clothing or other items may become entangled in equipment.	◆ Check for hazards, such as open S-hooks.
5. A child's head may become trapped in the equipment.	◆ Be sure any openings in equipment are less than 3 inches or more than 9 inches wide.

Over →

(See Worksheet #9, page 113)

Worksheet #9 Continued

Safety Concerns	Guidance
6. Children may be injured if equipment tips over or fails.	◆ Use only equipment that has a proven record of playground durability. ◆ Properly select, install, and assemble playground equipment to ensure stability, structural integrity, and safety. ◆ Securely anchor equipment (follow the manufacturer's specifications). ◆ Follow a comprehensive maintenance schedule.
7. Children may run into the street from the playground.	◆ Surround the playground with a barrier to keep children from running into the street. ◆ Be sure staff can observe children throughout the playground.

From "Handbook for Public Playground Safety, Consumer Product Safety Commission.

(See Worksheet #9, page 114)

Parent, Staff, and Administrative Space:

In keeping with the design philosophy for Head Start centers, parent, staff and administrative space should be designed to respond to the needs and functions of those who will use these spaces.

Parent Space: Head Start places a high priority on parent involvement and is giving increased emphasis to support for family self-sufficiency. It is important that facilities be designed to encourage parents and families to take part in Head Start programs. Space for parents might include:

- A parent lounge, a meeting room, or both, with comfortable chairs and couches;
- Rooms for family literacy, adult education, and other programs for parents. This space may be shared space if other community agencies are providing services to Head Start families at the center; and
- A designated bathroom, which might be shared by other adults, such as staff, visitors, or volunteers.

Staff Space: Staff need adequate space in which to work, meet, and attend training, and an area where they can go to for breaks. Head Start facilities should be designed with the following staff needs in mind:

- A staff lounge;
- A meeting room with comfortable chairs, tables, storage units, audio-visual materials, and other equipment for staff training.
- A staff bathroom; and
- Private space for staff who interview or counsel parents or who otherwise require a quiet area to carry out their responsibilities.

Administrative Space: Head Start offices should have adequate space for chairs, desks, worktables, files, and office equipment such as computers and printers. Offices also should include secure storage for confidential records. Some facilities may need a reception area as well.

Head Start centers that provide health screening, medical, dental or mental health services on site will require additional space for these services and their staff.

Kitchens and Bathrooms

Kitchens: Head Start centers may have full kitchens or kitchenettes, and, in infant-toddler rooms, food preparation and feeding areas. Each of these food service facilities has different design requirements, and all must meet Head Start program requirements for nutrition and food service.

Full Kitchens: The Head Start center should have a well equipped commercial kitchen to support the full range of nutrition services. The kitchen should have commercially rated appliances and equipment and include easy-to-maintain floors and work surfaces, locking storage cabinets, and an exhaust hood vented outdoors.

Kitchenettes: Some Head Start programs may not be able to have a full kitchen. These programs should have a kitchenette or kitchen area with a multipurpose sink, small refrigerator, small stove, easy-to-clean countertop and floor, appealing eating space, and adequate storage.

If food for the center is prepared at another approved facility, it must be transported in sanitary containers and maintained at proper temperature. The kitchen area must provide sufficient space for handling, serving from, and, if necessary cleaning and storing these containers.

Infant-Toddler Food Preparation and Feeding Areas: Infant-toddler rooms require a food preparation and feeding area. This area should have its own sink, storage, bottle warmers, refrigerator, and dishwasher or other means of sterilizing bottles, equipment, and utensils. The floors should be of tile or another non-skid, easily-maintained material. The surfaces should be easy to clean.

Bathrooms: Head Start Centers must have separate bathroom facilities for adults and children.

Adult Bathrooms: There should be separate bathrooms for men and women, appropriately marked, equipped with toilets, sinks, soap and paper dispensers, and available to staff, parents and visitors. The bathrooms must be accessible for adults with disabilities and comply with the Americans with Disabilities Act.

Children's Bathrooms: The following requirements apply to children's bathrooms:

- Children's toilets should be provided within or immediately adjacent to classrooms, whenever possible. The bathroom design should allow children to be seen and supervised at all times. If there are partitions separating the toilets from the classroom or from each other, they must be low and without doors.

- There should be a sink in each bathroom to be used for hand washing and brushing teeth. A regulator should be installed on the water heater or pipes to ensure that water temperature does not exceed 110 degrees Fahrenheit.

- Bathroom fixtures and accessories, including toilets, sinks, mirrors, and soap and paper dispensers, should be child-sized and appropriate to the age and height of toddlers or preschoolers using the bathroom.

- Separate bathrooms are not necessary for boys and girls who are toddlers or preschoolers.

- Bathrooms should be accessible for children with disabilities and must comply with requirements of the Americans with Disabilities Act.

Building and Grounds

Design considerations for Head Start buildings and grounds must include provisions for security, maintenance, parking, and landscaping.

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Security: Security should be given the following high priority in Head Start facilities:

- Entrances to the building should be designed with intercoms or other means to safeguard against the entry of unauthorized individuals.
- Exterior doors should be solid wood or metal with secure locks; any door glass should be safety glass or glass with a protective coating.
- Alarms should be installed at appropriate locations throughout the facility to enable staff to call for help, if necessary.
- The exterior of the building and the grounds should be well-lighted.

Maintenance: Responsibility for coordinating and supervising maintenance, repair, and cleaning activities should be clearly designated, and regular reports should be forwarded to the Head Start facilities manager or other appropriate administrator. Associated costs need to be budgeted, and a reserve for maintenance and repair should be included in the annual budget.

Grounds maintenance should include:

- A pest control plan and periodic inspections to prevent infestation of insects and rodents.
- Removal of trash and debris in dumpsters (dumpsters should meet Consumer Product Safety Commission guidelines);
- Snow and ice removal;
- Upkeep of the playground and other outside child activity spaces;
- Routine maintenance and replacement of playground sand; and
- Upkeep of the surfacing under playground equipment to retain its impact protection.

Custodial services should include:

Daily:

- "Hospital-grade quality" cleaning services;
- Use of custodial equipment, supplies, and materials approved by a health consultant;

- Custodial supplies properly stored in locked cabinets and storage rooms which are inaccessible to the children;
- Removal of trash and garbage and policing of the indoor and outdoor areas for debris and safety hazards;
- Washing tile and hard surface floors;
- Vacuuming all carpeted surfaces and rugs;
- Dusting furniture and equipment within reach of children; and
- Washing bathroom and kitchen fixtures.

Weekly:

- Scrubbing walls, woodwork, and partitions in classrooms and child activity spaces;
- Dusting ledges, window sills, walls, woodwork, handrails, light fixtures, ducts, air conditioning, heating units, and other surfaces that collect dust.

Semi-Annually (or as needed):

- Cleaning of window coverings;
- Washing all windows (inside and outside);
- Waxing and buffing floors; and
- Cleaning upholstered furniture and carpeting.

Parking: The Head Start Center should provide adequate parking for parents, staff, visitors, and Head Start transportation equipment. The parking area should include space, appropriately marked, for individuals with disabilities. Other design considerations for the parking area include:

- Whether children walk to the center, are transported by Head Start bus or van, or are dropped off by parents who have their own cars;
- Whether parents use Head Start transportation, car, or public transportation to come to the center for health and social services, to volunteer, attend meetings, or take part in center activities;
- Whether staff drive to the center and require parking for their cars;

- Whether staff from other agencies or regular visitors require parking space; and

- The number and types of Head Start vehicles that will be using the parking area, and whether these vehicles will be parked overnight or over the weekend.

Landscaping: Landscaping around Head Start buildings should be attractive and safe. Trees, bushes, and shrubs should be well-trimmed and free of hazard. Only nonpoisonous plants that are safe to touch should be used. All areas should be free of debris.

Facilities Inspections: Facilities inspections should be conducted at least twice a year. At least once a year, a comprehensive review, including a structural inspection of the facility, should be conducted, using the *Checklist for Quality Head Start Facilities* (see Chapter 2).

Recordkeeping and Management Controls

Recordkeeping should be in accordance with Head Start policies, Performance Standards, and grants administration requirements. A good checklist is contained in the Head Start On-Site Program Review Instrument (OSPRI) section dealing with Administration/Financial/Property Management.

It is strongly recommended that Head Start agencies computerize their property management and physical inventory records. Larger programs should also computerize their reviews of the quality of facilities (see Chapters 2 and 3) and their needs assessments and projections in facilities planning and development (see Chapter 4).

Individual Head Start agencies have responsibility for facilities costing hundreds of thousands of dollars. These assets will increase over time as Head Start programs grow in size and as improvements are made in the quality of facilities. Facilities management must apply modern techniques that can lead to higher quality services for children and families and result in cost-benefits for society.

Designing Home-based, Shared, and Co-located Head Start Facilities

There are a variety of options for Head Start services. While most programs are center-based, some are home-based, some share facilities with another program, and some are operated in conjunction with other community agencies.

Home-Based Facilities: Home-based services are an effective program option for meeting the needs of many Head Start participants, particularly

families who are geographically or socially isolated. Under this Head Start option, the home is the primary setting for educational and developmental activities.

Like center facilities, home-based programs must meet the needs of children, parents, and staff. Children need space for group socialization and other early childhood program activities.

Staff need space for administrative operations, records, staff training, and meetings. Parents need space in which they can meet for mutual support and discussions, and for training sessions and other activities. Home-based may also need space for social and health services.

Home-based programs should be assessed periodically to determine whether the child's home provides an environment which is conducive to learning and to the child's development. Head Start programs may wish to use or adapt guidance in the Education Coordinators Guide, including the Sample Physical Environment Checklist for Home-Based Programs (Dodge, et al., 1986).

Shared Facilities: Some Head Start programs may have to share space with another child care or human services program. Under this arrangement, Head Start uses the room, generally as a preschool classroom, during part of the day or week, and another program or organization uses the same space during another part of the day or week.

Shared space is rarely a preferred alternative for conducting Head Start educational activities, but sometimes it is the best option available. Shared space will influence the choices made in room arrangement, equipment, and supplies. Consider the following in planning shared space (adapted with permission from Newman 1989):

- The size and shape of the space, its location, and access;
- The ages and developmental levels of the children using the space, their activities, and the equipment needed for those activities;
- Which other groups will be using the space, and when;
- Whether some equipment is permanent, or whether everything must be put away or rearranged after each use by Head Start;
- The size and accessibility of storage space;

- The furniture, equipment, and supplies in the space, and whether these are available to Head Start.

Preschool classrooms using shared space will need child-sized tables and chairs, shelves, cabinets, cubbies, roll carts, and storage bins. The furniture and equipment should be sturdy, light-weight, and portable as well as functional, attractive, comfortable, stimulating and developmentally appropriate. The room should always include materials, like bean bag chairs, cushions and area rugs, that will give the environment a soft, home-like, Head Start look and feel.

Co-located Facilities: Growing numbers of Head Start programs are providing or arranging child care and a broad range of family support services, often through partnership arrangements with other community agencies. These programs provide parent involvement activities and services to promote family self-sufficiency, in addition to services for preschool children.

Head Start programs are encouraged to plan and develop their facilities in coordination with other community groups and to consider co-locating their program with child care or other two-generation program services.

4. DEVELOPING HEAD START FACILITIES

This chapter discusses finding new Head Start facilities, renovating existing facilities, and using modular and mobile facilities. It provides guidance on how to begin development, and on contract procedures.

Getting Started

The Head Start program should begin the process for acquiring or renovating facilities by completing a *Head Start Design Requirements Checklist*, to confirm the facilities design plan and to ensure that all necessary elements have been considered. (A sample Checklist appears at the end of this chapter.) The program may want to include licensing officials in the review of proposed renovations or development. Many licensing requirements allow for considerable discretion or interpretation, and it is often advisable to obtain a ruling before rather than after the fact. Next, the program should decide who will have responsibility for overseeing the project, and whether it will supervise the project directly or use a professional for this purpose. Finally, the program should secure any necessary approvals from the grantee, delegate agency, ACF Regional Office, or other agency.

After the plan is firm, and approval to proceed has been granted, the next step is to obtain the appropriate building and site licenses and permits. At this stage, the Head Start program may need to seek expert guidance from an architect or other building specialist familiar with local licensing procedures. These procedures vary from community to community, but in general, the Head Start program should do the following:

- Contact the agencies that issue the applicable licenses and permits. These may include zoning, building inspection, the fire marshal, health, and environmental protection. Facilities in some areas may have to meet other requirements, such as historic preservation covenants or environmental requirements. If the Head Start program is subject to child care licensing regulations, contact that office as well. Ask for a copy of all requirements that the planned facility will have to meet.

- Consult with the ACF Regional Office to coordinate construction or acquisition with the provision of grant funds. If the plan calls for renovations costing over $75,000, arrange for the required HHS engineering review and approval.

- Ask an architect, engineer, or qualified general contractor to determine whether the facility will meet building, fire, safety, health, and sanitation codes.

- Submit the floor and building plans to municipal or county authorities for zoning approval. If the location is not zoned to permit operation of a Head Start program, a zoning variance may be required or a public hearing may be necessary to obtain an exception from zoning regulations.

- Submit floor and building plans to the building inspector, and, if necessary, to the fire marshal. These inspectors will visit the site, and, if everything is in order, will issue a building permit.

- Contact the health department to learn if the facility meets State and local sanitation and health requirements.

- After construction or acquisition is complete, request that the building inspector and the fire marshal, if necessary, complete a final inspection and issue an occupancy permit.

If all of the necessary requirements have been met, and the facility has been approved, the program should be able to apply for a child care license, if one is required. The program should contact the child care licensing office. A staff person may visit the Head Start facility to check applicable child care requirements and to make recommendations. If all recommendations are met, the program should receive a license.

Finding New Space

There is a national shortage of quality facilities for Head Start programs. In some communities, suitable space for new facilities is not available. In many communities, however, space is available, but it must be identified. Head Start programs seeking new space should begin by searching in their service area for suitable facilities. If the programs do not succeed at this local level, they should consider expanding their search, using State and national resources to help.

Head Start programs should begin their search by identifying potential facilities in or near their target neighborhoods. The programs should first ask their facilities assessment team members, board members, Policy Council members, and others to identify potential facilities. If this approach is not successful, the programs should seek help from the wider community by:

- Highlighting the need for quality facilities as part of a media campaign about Head Start's achievements and program expansion;

- Asking Chambers of Commerce, real estate firms, business, financial, and civic organizations to help in the search;

- Contacting schools, PTAs, religious groups, child and family support organizations, and other community groups about space that could be used by Head Start on an in-kind or leased basis;

- Approaching the local Public and Indian Housing Authority (PHA-IHA) and Resident Management Corporation (RMC) for assistance in locating facilities at public and Indian housing developments. Often the residents have children who are eligible for Head Start, but who may not be enrolled in a Head Start program. In most instances, the PHA/IHA and/or RMC can renovate space and lease it at little or no cost to the Head Start program.

If it is necessary to look further for leads to suitable facilities, Head Start programs might contact the following:

- HHS Regional Offices, which can share information about techniques other grantees have used to locate space;

- Head Start Technical Assistance Support Centers (TASCs), Resource Access Projects (RAPs), Head Start-State Collaboration Offices, and State Associations, who can often provide guidance;

- Public housing authorities, which may have facilities available;

- Job Corps Centers, which can construct or renovate buildings or playgrounds when Head Start programs enroll children of Job Corps students.

(Chapter 6 of this manual provides information on how to contact these and other programs.)

Construction and Altering Existing Space

Construction and Major Renovation: Before October 1994 only non-structural or minor structural renovations to buildings used by Head Start programs could be paid using grant funds. The Head Start Act now authorizes, in certain specified situations, use of Head Start grant funds to construct or undertake a major renovation of Head Start facilities. This construction and major renovation authority is in addition to the authority given to grantees in the 1992 amendments to the Head Start Act to use grant funds; also in certain specified situations, to purchase Head Start facilities. These revisions to the Head Start Act provide grantees with increased flexibility to meet their facility needs. While many grantees will continue to lease facilities or serve children in facilities donated by the community, many grantees may wish to consider taking advantage of these other options as well.

Grantees should involve their Regional Offices early on in the process of considering the merits of construction or major renovation. The early involvement of Regional Offices will be critical to assuring a smooth implementation of this process and will help minimize some of the misunderstanding and confusion that are likely inevitable in the implementation of these provisions of the Head Start Act. Procedures for applying for funds to construct or make major renovations to buildings used by Head Start programs were not yet published at the time this Manual was distributed. The following discussion is based on provisions of the Head Start Act and guidance available from the Head Start Bureau at the time of this publication. Consult your Regional Office for the most up-to-date guidance on how to apply for these funds. Before submitting an application for grant funds for construction or major renovation of a facility the grantee must show that is meets the conditions of eligibility established by the Head Start Act. A grantee proposing to construct a facility with grant funds must demonstrate either (1) that there are no suitable facilities available for lease or purchase in the grantee's proposed service area, or (2) that there are alternative facilities available for lease or purchase but they are not suitable for use as Head Start programs without major renovations, and the costs of leasing or purchasing such a facility, together with the renovation costs necessary to make the facility suitable for Head Start, are more expensive than the cost of constructing a facility.

Construction: The following questionnaire was designed to help grantees determine their eligibility to use grant funds to construct Head Start facilities. Use it to determine if you meet the eligibility requirements of the Head Start Act. Consult your Regional Office if you have any questions or need clarification.

ELIGIBILITY OF FACILITIES

Worksheet #10

1. Are suitable facilities available for lease or donation?_____
   - ◆ if YES, construction not allowed
   - ◆ if NO, answer 2.

2. Will the lack of suitable facilities for lease or donation inhibit the operation of the program?_____
   - ◆ if NO, construction not allowed
   - ◆ if YES, answer 3.

3. Would construction be more cost-effective than purchase of an existing facility (including necessary renovations)?_____
   - ◆ if NO, construction not allowed
   - ◆ if YES, or if no facility is available for purchase, answer 4.

4. Would construction be more cost-effective than renovation of grantee's existing facility?_____
   - ◆ if NO, construction not allowed
   - ◆ if YES, or if grantee has no existing facility, answer 5.

5. Would construction be more cost-effective than renovation of an "unsuitable" facility available for lease or donation?_____
   - ◆ if NO, construction not allowed
   - ◆ if YES, or if no "unsuitable" facility for lease or donation exists, construction allowed.

(See Worksheet #10, page 115)

Major Renovation: A grantee seeking to use grant funds to undertake a major renovation of a Head Start facility must show that the renovation would be more cost-effective than the lease or purchase (including necessary renovation) of alternative facilities, or construction of a new facility, or that there are no alternative facilities available.

Grantees must submit documentation from licensed professionals in their area (such as realtors, contractors, and architects) regarding the non-availability of alternative facilities or the estimated costs of acquiring and renovating an alternative facility. Estimates of the cost of acquiring and renovating alternative facilities need not be based on detailed plans in this initial phase of establishing eligibility. However, these estimates should not differ significantly from the more detailed estimates which will be submitted with the Cost Comparison part of the application if eligibility is established.

There are four major stages in altering or renovating a Head Start facility:

1. *Start-up planning and scheduling*, including preliminary planning and grant approval from the Regional Office necessary for authorization and Federal funding.

2. *Project design*, including development of final project specifications. This step may be necessary for larger and more technically complex projects, particularly if a special review by the Office of Engineering Services is required. This step may lead to the development of an RFP (Request for Proposal) to seek contractor support through a competitive process.

3. *Contract negotiations and selection*. The Head Start agency should ensure that all of its essential requirements are set forth in the contract with particular attention to program design, project cost, time table for completion, and other contractor performance expectations. The Head Start Act requires that all workers employing contractors or sub-contractors in the construction or renovation of Head Start facilities must be paid the prevailing wage rate for similar construction in the community as determined by the Department of Labor. Consult your ACF Regional Office for information on compliance with this requirement. (See model contract provisions under "Contracts.")

4. *Project supervision to completion*. Careful oversight is the major factor that will determine that the project will be accomplished on time and within budget in accordance with the contract specifications. A Head Start staff person should be identified who is responsible for quality control and project acceptance.

Mobile and Modular Facilities

Mobile and modular facilities are options for programs that have land, but not suitable buildings, available. Both types of facilities can be moved from one place to another, or be permanently placed.

Issues to be considered in planning for mobile and modular facilities include the following, (adapted with permission from Morgan Modular Buildings):

- The size of the building needed for the number of children to be served;
- The number of classrooms, staff/parent rooms, offices, restrooms, and other needed areas;
- An interior design that will be functional and meet Head Start Program Performance Standards;
- Land acquisition and zoning requirements;
- City and State licensing requirements and codes;
- Compliance with the Americans with Disabilities Act;
- Outdoor space, including playgrounds, parking, and landscaping;
- Any special arrangements for safe evacuation in the event of a natural disaster;
- The projected useful life of the facility, its costs, and cost-effectiveness;
- Possible funding sources and financing arrangements;
- Ownership of the facility;
- Lease and purchase options;
- The possibility of relocation.

In the past, some Head Start programs have considered mobile or modular buildings as temporary structures, and justified their acquisition as expedient, short-term and low-cost solutions to space crises. However, mobile and modular facilities can cost more than $100,000, and improvements in technology and design mean that these facilities can last 20 years or more. In addition, recent changes to the Head Start law give grantees authority to purchase modular buildings over time, making the purchase of these facilities more feasible for grantees who do not have sufficient resources for "outright" purchase.

Head Start programs planning to use mobile or modular facilities should allow time for comparative shopping and a formal competitive bid and contracting process. The following steps are a guide:

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- *Develop facilities specifications*, including "set up" needs, requirements, expenses, zoning requirements, and any local government restrictions;
- *Identify possible vendors*. Consider local, regional, and national companies, and contact the resources in Chapter 6 of this manual;
- *Contact vendors to obtain planning information*. Ask for information about the firm and its previous experience with Head Start or other early childhood facilities, for references, and for photos and drawings of other early childhood facilities the vendor has developed;
- *Conduct competitive bidding*. Have explicit written requirements for the facility; clear contract specifications, including the work to be done; the target date for completion; criteria for accepting the facility as satisfactory, and any penalties for failure to accomplish the work on time and in an acceptable condition; and contract evaluation criteria that emphasize both the quality of the facility and the cost. The bidding should be publicly advertised and suitable vendors invited to respond.
- *Select a contractor and begin the project*. Work with the contractor to ensure that the work is done in accordance with the Head Start program's needs and the contract specifications.

Contracts

A contract will be required for the purchase, construction, or renovation of a Head Start facility. The Head Start program should consult its attorney for assistance in drawing up the contract.

The following is a sampling of contract conditions which illustrate the kind of information which should be negotiated with the contractor:

- Work shall begin on or around (specify date) and will be completed by (specify date) barring inclement weather or site conditions that could result in unacceptable work in the joint opinion of the contractor and the Head Start representative.
- The contractor agrees to supply the Head Start agency with a certificate of insurance (covering comprehensive general liability and workmen's compensation) prior to commencement of work.
- The contractor agrees to work with the Head Start representative to help protect Head Start's interest by identifying conditions of the facility that might result in an unacceptable finished product.

- The contractor shall be responsible for equipment and tools and will keep all materials within the secured area of the construction site.

- The contractor agrees to keep the site clear and clean of debris daily and to take away all debris and leftover stock upon completion of the project.

- All work performed by the contractor shall be conducted in a professional and expeditious manner, be of good quality in accordance with generally accepted standards in the industry, and be acceptable to the Head Start representative.

- The work shall be warranted for labor and any materials for a period of 1 year after completion of the project. The warranty shall cover all labor and materials supplied by the contractor. The contractor, upon receipt of a certified letter from the Head Start agency indicating faulty workmanship or material, shall correct such deficiencies within 10 calendar days. Any health or safety defects affecting Head Start participants or staff shall be corrected with 24 hours. In the event the contractor shall fail to make the necessary corrections, repairs, adjustments, or other work made necessary by its faulty materials or workmanship within 10 days, the Head Start agency may take any necessary corrective action and charge the contractor the cost thereby incurred.

- Any extra work beyond that in the contract shall be approved in writing (specifying the cost) by both the contractor and the authorized representative of the Head Start agency in order for the contractor to proceed with the work and be paid the agreed upon amount when the project is completed and accepted.

- The contractor agrees to the following conditions regarding completion of the project and acceptability of the work: (*specify*).

- The contractor agrees to the following in the event the project is not completed by the date specified in the contract: (*specify*).

- The Head Start agency will retain (*specify percentage, usually 10-25%*) of the project budget for 30 days after substantial completion of the contract and acceptance by the Head Start representative; this amount shall be paid upon receipt of a release of liens from the contractor.

- For construction and renovation contracts, the contractor and all subcontractors agree to pay all laborers and mechanics employed by them wages at not less than those prevailing in similar construction in the locality, as determined by the Secretary of Labor pursuant to the Davis-Bacon Act.

HEAD START DESIGN REQUIREMENTS CHECKLIST

Worksheet #11

Purpose: to serve as a framework for a dialogue between program personnel and the architect and other specialists who will be responsible for the actual design and/or construction of the physical facility. This puts program requirements into precise specifications.

1. What are the principal uses of the facility? Is it to be designed as a multi-purpose facility?

2. Will other agencies or programs be co-located with Head Start in the facility?

3. Will existing space be modified or will the facility be developed or renovated as "new" space?

4. What constraints or criteria determine the location of the facility (if not an already existing facility in a fixed site)? For example:
   - Location convenient for target children and families? Within easy walking distance or convenient to transportation?
   - Safety of the immediate neighborhood of the facility.
   - Nearby schools or parks.
   - Nearby neighborhood health centers or other related services.
   - Parking.

5. How much total space is needed in square feet (Note: Multiply total width of planned space by total length of the facility as planned. Include all areas)? _____

6. How many people will be using the facility? _____
   - Children _____
   - Parents _____
   - Staff _____
   - Volunteers _____
   - Others _____

7. When will the space be used?
   - Months during the year _____
   - Days during the week _____
   - Hours during the day _____
   - Special functions/purposes _____

Over →

(See Worksheet #11, page 117)

Worksheet #11 Continued

8. Which program design features are needed? Square footage of each space?

- Infant-toddler rooms _____
- Preschool classrooms _____
- Parent space _____
- Staff space _____
- Administrative space _____
- Kitchens _____
- Child care _____
- Indoor play areas _____
- Outdoor playgrounds _____
- Parking area _____
- Home-based facilities _____
- Other (specify) _____

9. What special design features are needed in addition to those above?

- Special health and safety features _____
- Special exit doors _____
- Security _____
- Visitors _____
- HVAC requirements (Heating, ventilation, and air conditioning) _____
- Lighting _____
- Electrical _____
- Plumbing _____
- Environmental _____
- Acoustical _____
- Computers _____
- Communication _____
- Telephone systems _____
- Storage & records _____

Continued →

(See Worksheet #11, page 118)

Worksheet #11 Continued

10. What other design features are applicable in addition to those above? For example:
    - Predetermined space requirements (for example, minimum square footage per child; children on ground floor; staff and parent rooms on upper floors).
    - Relationship of rooms.
    - Relationship of playground to classrooms.
11. What budgetary constraints apply? When will the necessary budget approvals be obtained?
12. Have building and zoning codes been researched and steps undertaken to obtain the necessary approvals?
13. What is the schedule for project start up, construction, and completion? Will penalties be imposed for delays in project close-out?
14. Are there any special considerations that influence the selection of architects or other contractor bids, selection, or contract negotiations? Who is responsible for coordinating the contract process?
15. Has the planning taken into account steps necessary to obtain building inspections and signoffs and a certificate of occupancy?
16. Who is responsible for coordinating plans to obtain the necessary supplies and equipment, arranging for moving in, and launching program operations once the new space is ready? (Insert name of responsible person.)

Name: _____

(Has this person been fully involved in the planning and design process? _____)

(See Worksheet #11, page 119)

5. FUNDING HEAD START FACILITIES

This chapter discusses funding of Head Start facilities. It includes identifying sources of funds, applying for funding, and comparing leased and purchased facilities.

The Head Start program should not expect 100% financing for the facility and should be prepared to secure additional funds through grants or donations.

Lenders will usually require security for the loan and may require a credit enhancement or third party guarantee for at least a part of the loan amount. Head Start programs may need assistance in negotiating the most favorable loan terms and support from intermediary organizations to guarantee the loan or otherwise provide the necessary credit enhancement.

Identifying Funding Sources

In the past, Head Start programs have realized their space needs through leasing buildings paid for by Federal grants, and through receiving donations of facilities or facility space from churches and community agencies. These two sources will continue to be important in the future, but in light of the need for improved and expanded facilities, programs must explore other funding sources, as well.

Planners should consider the following sources of funds, which Head Start programs have used previously:

Federal Funds

- Head Start grantee funding procedures vary each year and will be included in annual funding guidance. See section on Funding Resources.

- Head Start programs may seek loans to meet their non-Federal funding share. The Federal Community Reinvestment Act (CRA) requires banks and other private financial institutions to make loans to communities from which they draw deposits. Lending money for Head Start and child care facilities is one way that banks can meet their CRA obligations and may provide an incentive for banks to assist Head Start grantees.

State Sources:

- *State laws providing funds for early childhood programs.* Most States have enacted legislation to support preschool education and other early childhood programs. Many of these laws give priority to programs that serve low-income, educationally disadvantaged, or other at-risk children,

and Head Start is often eligible. In addition, some States have earmarked funds specifically for Head Start. These funds may be available for building or rehabilitating facilities.

- ***Child Care and Development Block Grant (CCDBG)*** funds are sometimes available to support Head Start and child care facilities. Twenty-five percent of the CCDBG funds are to be used to improve quality and expand availability, and these resources can be used to provide grants or loans to help programs meet State standards. These funds cannot be used for land purchase or for the construction of buildings or facilities.

- Funds under the ***Individuals with Disabilities Education Act (IDEA)*** may be focused on Head Start under interagency agreements with State Education Agencies (SEAs) or Local Education Agencies (LEAs).

- ***State Community Development Block Grant (CDBG)*** funds may be available to help pay for Head Start facilities. In addition, the Section 108 loan guarantee provision of the CDBG, which focuses on expanding economic opportunities principally for low- and moderate-income persons, may be available to Head Start and child care programs

City and County Sources

- ***City and county governments*** sometimes provide direct budgetary support to Head Start programs, including facilities, in addition to in-kind contributions of space.

- ***School systems*** can provide support to Head Start in many ways. Some schools operate Head Start as grantees or delegate agencies and can include facilities planning for Head Start as part of their overall planning. Other schools make classrooms or entire school buildings available to Head Start programs, or donate or sell school facilities to Head Start agencies. Schools may administer a variety of early childhood education program budgets (for example, Chapter I or Even Start) with Head Start operating under subcontractual arrangements. In addition, schools generally have specialists on their staff with extensive experience in dealing with architects, engineers, and contractors on building design and construction issues: these specialists are a possible source of technical assistance to Head Start programs.

- ***Public Housing Authorities*** may donate facilities for Head Start, particularly to provide services to public housing residents.

- ***Farmers Home Administration Community Facility Loans*** may be used to construct, enlarge or improve community health care, public safety

and public services facilities, and for necessary equipment to operate approved facilities. Head Start programs in rural areas and towns of not more than 20,000 people may be eligible for these loans. The Administration provides technical assistance to applicants and makes periodic inspections.

Other Sources

- Some ***private businesses*** have developed collaborative relationships with local Head Start programs and have contributed to the development of facilities that provide both Head Start and child care services. In general, the business community can be a valuable resource to Head Start in the area of facilities.

- Some ***foundations*** have supported Head Start or child care facilities projects. Others have helped to launch ***intermediary organizations***. (See section entitled, "Funding Resources" for more on these organizations.) Foundations might also be willing to provide direct support for facilities. *Consult your local library for foundations in your area* that have indicated a willingness to support such projects.

- ***Religious organizations*** often donate or lease space in their buildings for Head Start classrooms, make land available for modular facilities or Head Start centers, or provide cash subsidies to Head Start programs.

Estimating Costs: In preparing a loan application for Federal or non-Federal funds, it is critical that Head Start programs develop realistic estimates of all facilities costs and a budget that ensures that costs will be met as they come due. The estimates and budget should be developed for the current year and for future years for each facility for which funds are being sought and should include at least the information in the Head Start Budget Projection at the end of this chapter.

Leasing and Purchasing Facilities

Head Start programs have been given the legislative authority to purchase facilities, subject to Federal review and approval. Therefore, each Head Start agency should review its facilities needs, explore all feasible alternatives, and make careful long-term analyses and comparisons taking into account program quality, cost, and other relevant factors, such as their previous experience with landlords.

For some programs, buying a facility will be the best choice. For others, a lease is in order. For still others, other options are more suitable. For example, there are lease purchase options that may offer favorable terms and fit the needs of some programs. For other programs, intermediary organizations

(such as those described in Chapter 6) may play the role of a "friendly landlord," offering the benefits while minimizing the risks of ownership.

Many programs will continue to have quality facilities donated or made available for use on an in-kind basis. Larger programs can expect to operate a mixed system, using some in-kind space, some leased buildings, and some facilities owned by the Head Start agency.

Head Start grantees that decide to purchase a facility will have to complete a grant application as noted above and include specific information in the application. *Justification for Purchase of a Head Start Facility*, which appears at the end of this chapter, cites the applicable provisions of the Head Start Improvement Act and the information needed for the application.

HEAD START BUDGET PROJECTION

Worksheet #12

Budget Period	
Facility Name and Location	
Budget Item	**Cost Estimate ($)**
Rent or Depreciation/Use Allowance	
Renovation/Alteration	
Utilities	
Telephone	
Building Insurance	
Child Accident Insurance	
Maintenance/Repair	
Other Occupancy Costs	
Total Occupancy Costs	

(See Worksheet #12, page 121)

JUSTIFICATION FOR PURCHASE OF A HEAD START FACILITY

Worksheet #13

Legislative Provision	Information for Grant Application
Provide a description of the site of the facility proposed to be purchased.	◆ Explain how the location of the proposed facility is appropriate, given the grantee' proposed service and recruitment area.
Provide the plans and specification of the facility.	◆ Provide plans and specifications, including type of structure, square footage, how many rooms it has currently, bathroom facilities, and kitchen space. ◆ Provide information about the property on which the facility is located, including availability of parking and location of proposed playground equipment. ◆ Demonstrate that the facility complies or will be able to comply, after renovation, with State and local licensing requirements and ADA accessibility requirements. ◆ Be specific about proposed uses of the facility, including use as classroom space for additional children. ◆ Indicate the renovations that will be required.
Indicate savings resulting from the proposed purchase when compared to the costs that would be incurred to acquire the use of an alternative facility.	◆ Include business proposals which show the cost-benefits of purchase as compared to rental. In conducting this analysis, consider not only the relative costs of a mortgage versus rent, but any related costs, such as transportation and utilities. ◆ In your cost comparisons, address one-time costs necessary to purchase the facility. ◆ Describe the method being proposed to purchase the facility (e.g., whether the grantee is seeking one-time funds

Over →

(See Worksheet #13, page 123)

Worksheet #13 Continued

Legislative Provision	Information for Grant Application
	to buy the facility outright, thus incurring no mortgage obligation, or whether the request is to use grant funds to offset mortgage costs). ◆ State what the anticipated costs will be for any proposed down payment, necessary closing costs, any renovation costs. ◆ Allocate costs among programs if the facilities are not used exclusively by Head Start.
Provide justification if the lack of alternative facilities will prevent the operation of the Head Start program.	◆ Include a detailed explanation of the process that was used to determine that there were no alternative facilities available. (See Finding New Space in Chapter 4.)
Provide such other information and assurances as the Secretary of DHHS may require.	◆ Address the impact on non-Federal share. ◆ Address whether the proposed facility will enhance collaboration with other service providers in such areas as child care and health. ◆ Certify that the grantee understands that the regulatory provisions regarding the Federal government's rights and responsibilities for properties bought in whole or in part with Federal funds will be applicable (see 45 CFR Part 74, Subpart O and 45 CFR, Part 92.31).

(See Worksheet #19, page 124)

6. FINDING MORE HELP

This chapter lists other sources of help for Head Start programs planning, developing, or seeking space or funding for facilities. It includes general Head Start resources and other, more specific sources of information about buildings, property, and funds.

General Head Start Resources

- The ***National Head Start Electronic Bulletin Board*** provides information about facilities, vendors, problems, and solutions. For computer access to the Bulletin Board, dial on-line at (800) 477-8278. For information about how to use the Electronic Bulletin Board, call the Systems Operator at (800) 688-1675.

- The ***Head Start Bureau*** can identify Federal agencies and private organizations with resources that can be helpful to local Head Start programs.

- ***DHHS Regional Offices*** can provide funding and planning guidance to Head Start grantees and assist Head Start programs in multi-year planning and budgeting; share information about locating space; advise programs about cost-benefit calculations for renovating, leasing, or purchasing facilities; authorize the phasing in of facilities to support start-up costs; and facilitate the DHHS engineering review and approval process for renovation projects costing over $75,000.

- ***Head Start Technical Assistance Support Centers (TASCs)*** may be able to identify consultants and organizations that will provide on-site training and technical assistance support, and organizations that will provide *pro bono* assistance; broaden "how to" on community needs assessment to include locating facilities; provide information about vendors who specialize in "build to lease" strategies of developing Head Start facilities; vendors of mobile or modular facilities; and architects, engineers, and general contractors with expertise in Head Start, child care or other early childhood facilities; and connect Head Start programs that face special facilities problems with other grantees who may have found solutions to those problems.

- ***Resource Access Projects (RAPs)*** can provide information about the space requirements for including children with various types of disabilities in Head Start facilities; criteria to evaluate facilities that meet the requirements of the Americans with Disabilities Act; and organizations and individuals knowledgeable about facilities issues and able to provide technical assistance support related to inclusion and the ADA.

- *State Head Start Associations* may be able to highlight facilities "how to" in State and regional training meetings, and include facilities matters in Head Start planning and support activities.

Exemplary Resources

Facilities Design

Cartwright Head Start developed an award-winning Head Start facility. Head Start staff collaborated with the architect to design the classrooms and playground. Special features include abundant indoor storage space, child-sized water fountain and bathroom facilities, phones in each room, adaptable and portable furniture, and a mixture of carpeted and non-carpeted areas. The playground has a unique bike path, sand and grassy areas, a telephone communications system, and play equipment that meets the needs of all preschool children, including those with special needs. The program is located at 5480 West Campbell Avenue, Phoenix, AZ 85031.

U.S. Army Child and Youth Services has developed standard design specifications for child care centers based upon sound principles of child development. These specifications address all aspects of centers that serve 23 to 303 children, including classroom layout, bathroom design, storage, safety, staff-child ratios, and safeguards against child abuse. The specifications and architectural blueprints are available to Head Start programs nationwide. The Army Child and Youth Services staff is located at 2461 Eisenhower Avenue, Alexandria, VA 22331-0521.

Co-located Facilities

The *Donald M. Fraser Early Childhood Family Development Center* is a "state-of-the-art" child and family development facility. The center has 58,000 square feet of space to serve 500 Head Start children. Services are provided for children from six weeks to six years old and their families. The center co-locates other agencies and services with Head Start, including a Family Service Center, school readiness, JOBS, public health, a dental clinic, and on-site services related to substance abuse, literacy, and employability. The architects for the center received the Illumination Design Award for their creative lighting. The family is supported by $6 million appropriation from the City of Minneapolis. Funding for the building and project coordination was provided through the Minneapolis Community Development Agency. The center is owned and operated by Parents in Community Action, Inc., the Head Start grantee for Hennepin County. The center is located at 700 Humboldt Avenue, North, Minneapolis, MN 55411.

The *Jackson County Head Start Program* serves 572 three- and four-year-olds in four centers within the county. All four facilities are accredited by the

National Academy of Early Childhood Programs (an arm of NAEYC). One of the four facilities is donated by the county; two are modular facilities, owned by Head Start on leased land; and the fourth is leased by Head Start. The network of centers provides Head Start, extended day child care, adult education, GED preparation, JOBS, and health services, and includes a computer learning center and a Parent Child Center that serves infants and toddlers and their families, as well as pregnant women. The program is located at 5343 Jefferson Street, PO Box 723, Moss Point, MS 39563.

Migrant Facilities

The *East Coast Migrant Head Start* grantee has developed a Head Start center on land donated by an employer who is a major producer of fruits, vegetables, and other agricultural commodities. The center, built under a lease arrangement with the grantee, provides a cost-effective way to respond to the needs of 100 migrant children and their families. The center also serves as the base for a mobile Family Learning Center that provides tutoring, help with homework, bilingual literacy, high school equivalency, and career development services. After the harvest, the Family Learning Center follows families to their new location. The center is located at 4200 Wilson Boulevard, Suite 740, Arlington, VA 22203.

Health Code Regulations

The *Navajo Head Start Program* has developed model public health regulations for Head Start, child care, and other preschool facilities. The regulations address: the role of a health advisor; staff-child ratios; medical requirements and infection control; structural requirements (layout, windows, egress, square footage, handicapped accessibility, etc.); heating, ventilation, and air conditioning; lighting and electrical systems; plumbing; equipment design and installation; safety; food service; and grounds. The program is located at PO Box 308, Window Rock, AZ 86515.

Building and Property Resources

Total Action Against Poverty (TAPP) is part of *Community Action Property Access, Disposition, and Development (CAP-ADD)*, an informational network linking Community Action Programs (CAPs) and Resolution Trust Corporation (RTC) offices, will provide information on available commercial and residential properties. TAPP is located at 145 Campbell, Roanoke, VA 24001.

Job Corps has a mandate to provide child care services to parents and, when practicable, linkages with the comprehensive child development services in Head Start when beneficial to Job Corps center students and both programs overall. Job Corps centers have the capability to construct or renovate build-

ings and playgrounds when Head Start programs enroll children of Job Corps students. Job Corps programs cite a priority need for programs such as Head Start's Parent Child Centers to place infants and toddlers. The Job Corps is located at 200 Constitution Avenue, NW, Room 4510, Washington, DC 20210.

Department of Housing and Urban Development (HUD): Partners for Affordable Home Ownership may have homes available for eligible non-profit organizations with 501(c)(3) status; State, county, and local government entities; and local housing authorities. Homes of up to four units are available. For more information on purchasing these and other HUD properties, contact the Chief Property Officer in your local HUD office, which is listed at the end of this section.

General Services Administration (GSA) provides information on all available U.S. real property, except that on military installations. Ask for *U.S. Real Property Sales List*, a quarterly listing of GSA's Federal Property Resources Service, with GSA Regional Office of Real Estate Sales contact information; *Disposal of Surplus Property, and How to Acquire Surplus Federal Real Property for Educational Purposes*, which includes information on the public benefit discount allowance. The address for GSA is: Office of Real Estate, Policy, and Sales, Federal Property Resources Service/GSA, 18th and F streets, NW, Washington, DC 20405.

Office of Economic Adjustment (OEA) provides information on available real property on military installations. Ask for *Community and OEA Staff Contacts on Major Base Closures and Realignments*. Be aware that sometimes these buildings will be provided at no cost, but the land on which the building sits may not be given away, and the cost of moving the building may not be included. The OEA is located at 400 Army-Navy Drive, Suite 200, Arlington, VA 22202-2884.

Federal Real Property Assistance Program, administered by the Department of Education, provides information on how to acquire surplus Federal real property for educational purposes. This program has experience in working with Head Start centers to help them acquire Federal property. This program's address is: USDE, Office of Management, Federal Real Property Assistance Program, 600 Independence Avenue, SW, Washington, DC 20202.

Interagency Council on the Homeless can provide information on the McKinney Act and HUD's McKinney Homeless Assistance Programs. Head Start programs that serve homeless children may be eligible for facilities authorized under this legislation. The Council is located at 451 7th Street, SW, Room 7274, Washington, DC 20410.

National Guard Armories are sometimes rented, sold, or donated. For more information, contact the State Adjutant General under the Governor's Office, or the State Military.

Boys and Girls Clubs often rent space in their facilities for Head Start programs. Contact your local Boys and Girls Club, or call the national office at (212) 351-5906.

Funding Resources – Intermediary Organizations

These organizations can often assist Head Start and child care programs to obtain financing and can provide or fund technical assistance in such areas as facilities assessment, feasibility studies, marketing studies, architectural engineering, and cost estimating. Some of the intermediary organizations that can provide technical support to Head Start programs include:

Early Childhood Facilities Fund of New Jersey (ECFF). The Prudential Foundation played a critical role in developing the ECFF. The ECFF provides a broad range of technical assistance and financing services for Head Start and child care programs located in New Jersey. The ECFF is developing a methodology for conducting on-site, community-wide facilities needs assessment and planning. The ECFF is located at 65 South Main Street, Building D, Pennington, NJ 08534.

The Local Initiatives Support Corporation (LISC) in New York City, initially funded by the Ford Foundation, works in collaboration with Child Care, Inc., in a demonstration project to design, finance, and build Head Start and child care facilities in New York. LISC is part of a nationwide network of over 30 local community development corporations principally located in major cities. The LISC is located at 733 3rd Avenue, 8th Floor, New York, NY 10017.

Illinois Facilities Fund (IFF) is a statewide organization created by the Chicago Community Trust to meet the credit needs of small, nonprofit, human services providers. The IFF gives priority to new or expanded child care centers in inner city neighborhoods. The IFF is located at 300 W. Adams, Suite 431, Chicago, IL 60606.

Coastal Enterprises, Inc. (CEI) in Wiscasset, Maine, is a statewide community development corporation which provides technical assistance and financial support related to facilities to Head Start and child care programs. The CEI is located at PO Box 268, Wiscasset, ME 04578.

Self-Help Credit Union and *Self-Help Ventures Fund* are financing affiliates of the Center for Community Self-Help (CCSH). Since 1989, the Center has operated a technical assistance and financing program for child care

providers in North Carolina. The institution is interested in providing similar assistance to Head Start programs. The CCSH is located at 413 E. Chapel Hill Street, Durham, NC 27702.

Ohio Community Development Finance Fund (CDFF), a nonprofit Ohio agency, supports community development through pre-development funds and other funding. CDFF has been given a grant by the Ohio Department of Education to develop the Ohio Facilities Project, which provides technical assistance, training, and resources for Head Start agencies undertaking real estate projects within the State. The CDFF is located at 85 E. Gay, Suite 400, Columbus, OH 43215.

Community Development Block Grant Program (CDBG) awards funds for such purposes as the acquisition of property for public purposes; the construction or reconstruction of neighborhood centers, recreation facilities, and other public works; and assistance to nonprofit entities to carry out economic development. Some Head Start programs have obtained assistance under the CDBG. Contact your Governor's Office, or the State government office responsible for economic or community development to determine which agency administers the CDBG in your area, or write the CDBG office in Washington, DC, at: Office of Block Grant Assistance, HUD, 451 7th Street, SW, Room 7286, Washington, DC 20410.

Federal Home Loan Banks (FHLB) have programs, such as the Affordable Housing Program (AHP), designed to subsidize the interest rate or provide direct subsidies to member institutions in lending for long-term, very-low, low- and moderate-income, owner-occupied, affordable rental housing. Creative methods may be found to use space in multi-family housing developments for Head Start programs. Subsidies under this program may be used with other sources of funds, such as the Bank's Community Investment Program, the Federal low-income housing tax credit program, and other assistance programs. Among AHP's priority categories are housing sponsored by nonprofit organizations and projects located in rural areas. For more information contact the FHLB in your area.

Other Resources

Public Housing Authorities and National Housing Organizations can often provide technical assistance. For more information, contact the Department of Housing and Urban Development Region/Field Office Resident Initiative Coordinator; the local Public and Indian Housing Authorities (PSA/IHA); the National Association of Housing Redevelopment Officials (NAHRO), 1320 18th Street, NW, 5th Floor, Washington, DC 20004; and the National Association of Resident Management Corporations (NRMC), 4524 Douglas Street, NW, Washington, DC 20019.

Child Care Resource and Referral Agencies (CCRRA) often conduct supply and demand assessments, staff training, and seminars and workshops. The national association (NACCRRA) is located at 1319 F Street, NW, Suite 810, Washington, DC 20004.

Council of Educational Facility Planners, International (CEFPI), a non-profit professional information organization, can assist in locating, planning, designing, equipping, and maintaining educational facilities. CEFPI is located at 8687 E. Via de Ventura. Suite 311, Scottsdale, AZ 85258.

Local ***community development corporations (CDC)*** can assist Head Start programs with facilities. For more information about community development corporations, contact your local CDC (through your local government's Office of Economic Development, Office of Community Development, or Office of Consumer and Regulatory Affairs), or the National Community Reinvestment Corporation, 1875 Connecticut Avenue, NW, Suite 1010, Washington, DC 20009.

HUD Regional Offices

REGION 1

Boston
(617) 565-5400
Hartford
(203) 240-4534
Manchester
(603) 666-7685
Providence
(401) 528-5360

REGION 2

Albany
(518)464-4205
Buffalo
(716) 846-5722
Camden
(609) 757-5096
Newark
(201) 877-1682
New York
(212) 264-0774

REGION 3

Baltimore
(301) 962-2522
Charleston
(304) 347-7064
Philadelphia
(215) 597-3853
Pittsburgh
(412) 644-6525
Richmond
(804) 771-2575
Washington
(202) 275-7471

REGION 4

Atlanta
(404) 331-4801
Birmingham
(205) 290-7607
Caribbean
(809) 766-5402
Columbia
(803) 253-3241
Coral Gables
(305) 662-4530
Greensboro
(919) 333-5692
Nashville
(615) 736-7207
Jackson
(601) 965-4724
Jacksonville
(904) 791-1983
Knoxville
(615) 549-9448
Louisville
(502) 582-6255
Memphis
(901) 544-3268
Orlando
(407) 648-6446
Tampa
(813) 228-2551

REGION 5

Chicago
(312) 886-6437
Cincinnati
(513) 684-2714
Cleveland
(216) 522-3302
Columbus
(614) 469-2255
Detroit
(313) 226-7144
Flint
(313) 766-5109
Grand Rapids
(616) 456-2140
Indianapolis
(317) 226-7094
Milwaukee
(414) 297-3235
Minneapolis
(612) 370-3100

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Albuquerque
(505) 262-6465
Houston
(713) 653-3210
Little Rock
(501) 324-5283
Lubbock
(806) 743-7276
New Orleans
(504) 589-7246
Oklahoma City
(405) 231-5468
San Antonio
(512) 229-6755
Shreveport
(3180 226-5402
Tulsa
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(402) 492-3126
St. Louis
(314) 539-6585

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Denver
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Helena
(406) 449-5283
Salt Lake City
(801) 524-5216
Fargo
(701) 239-5666

REGION 9

San Francisco
(415) 556-3650
Fresno
(209) 487-5556
Honolulu
(808) 541-1338
Las Vegas
(702) 388-6372
Los Angeles
(213) 251-7221
Phoenix
(602) 379-4669
Reno
(702) 784-5972
Sacramento
(916) 551-1382
San Diego
(619) 557-5596
Santa Ana
(714) 836-2446
Tucson
(602) 670-5226

REGION 10

Seattle
(206) 553-1700
Anchorage
(907) 271-4610
Boise
(208) 334-1990
Portland
(503) 326-2671
Spokane
(509) 353-2126

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HEAD START FACILITIES ASSESSMENT REPORT

Worksheet #1

Purpose: To examine issues related to the condition, cost, and future use of each facility, and to explore other site options. Be sure that you have provided enough information to enable the Head Start program to set priorities and to decide which improvements should be made immediately, which should be made over the next year, which should be scheduled for the future, and which can be deferred indefinitely.

Instructions: Complete the form below by describing each needed improvement in each facility. Be specific. Include a justification for the improvement (for example, needed to meet licensing; compliance with Head Start Performance Standards) and include cost data. Attach additional sheets to the form as necessary.

Name of Program: _____

Location of Center Being Assessed: _____

Person(s) conducting assessment: _____

Date of assessment: _____

Ownership of building (if leased, when does lease expire?) _____

Assessment Step:	***Name of Facility:*** _____
1. Capacity of building ◆ Number and type (or function) of rooms. [Describe the building's rooms and the use to which the rooms are or can be put]. ◆ Outdoor space and how it is currently used. ◆ # of children currently served in building ◆ # of staff currently using office space ◆ # other current uses of building	
2. Program quality How does this facility affect program quality; better or worse? [Refer to Performance Standards and state how the building helps or hinders in meeting the Performance Standards.]	

Over →

Worksheet #1 Continued

Assessment Step:	**Name of Facility:** _____
3. Condition of building and grounds: Analyze any problems in the following areas and include an estimate of the cost of repair: a. Playground b. Plumbing c. Roof d. Kitchen e. Floor f. Heating system g. Fire safety h. Electrical system i. Other (specify)	
4. Cost effectiveness of necessary renovation: Analyze cost effectiveness of necessary renovations. Write a timetable for the renovations, listing them in descending order of priority. (What needs to be done right away? What can be deferred?)	
5. Future use of the building: ◆ Is it in the best interests of the program to continue to occupy the building? Why or why not? ◆ Is expansion of this building to increase its total area possible? Desirable?	
6. Other site options What other site options are available? (Rental, purchase, construction)	
Additional comments: (Attach additional sheet if necessary.)	

HEAD START FACILITIES FORECAST

Worksheet #2

Purpose: To provide a framework for planning discussions with the Regional Offices and other funding sources, and to provide guidance for upgrading and/or expanding facilities and identifying neighborhoods in which facilities should be established.

Instructions: Complete each item on the following page, beginning with the column marked Current Year. Attach supporting documents where necessary. Be as specific as you can. Sources of information are indicated for each item.

Information for current year:

Total Funding. The total budget by funding source should be available from the Head Start grant and other budget documents. Identify all resources that are used to pay for services to Head Start children and their families. If the program has substantial funding from sources in addition to Federal Head Start, identify each of the major funding organizations and attach a brief description of the services and amount of funding provided.

Number of Classroom Staff; Total All Staff. The number of classroom and other staff should be found in the personnel and other program management files.

Number of Facilities; Number of Classrooms. These figures should be available from the program files.

Enrollment by Facility. Enrollment by facility should reflect actual enrollment during full program operation. If the program has substantial turnover of children and families during the year, estimate the extent of the turnover, using previous program experiences as a guide. In an attachment, project the total number of children that will be served during the operating year and summarize the implications of turnover for budget and facilities. Review Program Information Report (PIR) files for consistency of staff and enrollment data.

Comments. Spell out planning assumptions or attach related documents.

Projections for Years 1-5.

Total Funding. Because the Head Start program is funded through an annual appropriation from Congress, it is impossible to predict if there will be future funding increases. Although there has been a recent period of rapid expansion in Head Start, there is no guarantee that such expansion, or any expansion, will continue in the following years. Consider these possibilities when you consider your community's needs and when you forecast facility needs.

Number of Classroom Staff; Total All Staff; Number of Facilities; Number of Classrooms. Strategic planning and community needs assessment should provide a basis for year-by-year forecasts of total number of classroom and other staff, and total numbers of facilities and classrooms.

Enrollment by Facility. Strategic planning and community needs assessment also should provide the basis for the year-by-year enrollment forecasts. The projected enrollment in specific facilities should take into account the adequacy of existing facilities as described in the Facilities Assessment Report.

Over →

Worksheet #2 Continued

Program _____

Person(s) preparing forecast: _____

Date of forecast: _____

	Current Year	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total Funding ($)						
ACYF Head Start Funding						
Other Funding (Specify)						
Non-Federal Share						
Number of Classroom Staff						
Total All Staff						
Number of Facilities						
Number of Classrooms						
Enrollment by Facility: 1 2 3 4 **Total Enrollment**						
Comments:						

CHECKLIST FOR QUALITY HEAD START FACILITIES

Worksheet #3

Purpose: This checklist is a self-assessment tool for Head Start grantees and delegate agencies. It is organized around the following facilities categories:

- Classrooms
- Administrative
- Parent and staff space
- Playgrounds
- Building and grounds

Instructions: Rate each applicable category by checking the "Yes," "No," or "Needing Improvement" column in answer to each item in the category. If a particular item is not applicable to the facility you are assessing, note "N/A" in the "Comments" column. Comments should highlight aspects of the facility that are outstanding or exemplary and note areas that need improvement, along with the corrective action required. In particular, comments should identify any areas that pose immediate or potential hazards to the children or that may constitute a safety or health risk for parents, staff, or volunteers.

This checklist is designed to be filled out for a Head Start facility at one location or site. Assess each classroom in the facility separately, duplicating Part A. Classrooms of the Checklist as necessary.

Program _____

Review Date: _____

Name of Facility: _____

Location: _____

Facility Director: _____

Telephone No: _____

Reviewer(s): _____

_____

_____

Telephone No(s): _____

_____

_____

Over →

Worksheet #3 Continued
SUMMARY RATING

Category	*# Yes*	*# No*	*# Needing Improvement*	*Comments*
Classroom 1				
Classroom 2				
Classroom 3				
Classroom 4				
Classroom 5				
Playground				
Parent/Staff Space				
Administrative Space				
Building and Grounds				
Total				
Action Recommended:				

	Yes	*No*	*Comments*
A. CLASSROOMS			
All classrooms:			
1. Is there space for one-to-one, small group, and large group activities?			
2. Does the layout support developmentally appropriate learning?			

Continued →

Worksheet #3 Continued

	Yes	No	Comments
3. Is there at least 35 square feet of space per child?			
4. Is the furniture child sized?			
5. Are toilets and basins child sized and accessible to children?			
6. Is drinking water accessible to children?			
7. Do children have space to hang up their coats, and cubbies for their belongings?			
8. Is there space for children to play quietly alone?			
9. Does the classroom meet the requirements of the Americans with Disabilities Act?			
10. Does the setting promote mainstreaming of children with disabilities?			
11. Does the layout encourage children to rearrange space for their own activities?			
12. Is space organized into functional areas recognized by the children?			
13. Does the layout permit children to move freely from one area to another, without disruption?			
14. Can children's artwork be displayed at a child's eye level?			
15. Have sound absorbing materials been used?			
16. Are there separate quiet and active areas?			
17. Are there soft elements, such as carpeting and pillows?			

Over →

Worksheet #3 Continued

	Yes	No	Comments
18. Can children be seen and supervised at all times? For example, are there view panels on all doors to rooms in which children play? Can children be observed while they are in bathroom areas?			
19. Can children move about easily and play safely in the classroom?			
20. Do space, light, ventilation, and physical arrangements meet the children's health, safety, and developmental needs?			
21. Is there an outside door from the classroom or other safe ways to exit in a fire or other emergency?			
22. Does the layout support nutritional activities?			
23. Is there adequate space for indoor play and for gross motor activities, especially in bad weather?			
24. Are shelves and storage for toys and materials accessible to children?			
Infant/toddler rooms 25. Is the furniture and equipment sized for children under age 3?			
26. Are the toys suitable for infants and toddlers?			
27. Is there an area where infants can crawl safely?			
28. Are there quiet rest and sleeping areas with adjustable lighting?			
29. Are there safe, sturdy cribs for infants?			
30. Is there a separate diapering area?			

Continued →

Worksheet #3 Continued

	Yes	No	Comments
31. Is there a diapering table about 36" high?			
32. Is there a separate sink for washing up after diapering?			
33. Are there toilets in or near the toddlers' rooms?			
34. Is the food preparation area separate from the diapering and toileting areas?			
35. Is there a refrigerator to store infant formula, milk, and baby food?			
36. Are there bottle warmers or other ways to heat milk and food?			
37. Is there a dishwasher or other means of sterilizing bottles and eating utensils?			
38. Is there a sink for washing up eating utensils which is separate from the sink for washing up after diapering?			
39. Are there storage cabinets out of reach of children?			
B. PLAYGROUND			
1. Is there a minimum of 75 square feet per child of usable outdoor play space?			
2. Are there shock absorbing surfacing materials under and around the equipment? Do these materials meet Consumer Product Safety Commission guidelines?			
3. Is the equipment free of rust, rot, cracks, splinters, or protrusions?			
4. Is the playground free of dangerous debris?			
5. Has the equipment been installed according to the manufacturer's specifications, and is it securely anchored?			

Over →

Worksheet #3 Continued

	Yes	No	Comments
6. Is there a barrier around the playground to keep children from running into the street?			
7. Are the playground and the equipment appropriate to the children's size, age, and developmental levels?			
8. Are the playground and equipment accessible to children with disabilities?			
9. Are there distinct play areas with a variety of surfaces for different purposes?			
10. Can children move freely and safely about the playground?			
11. Is there a hard surface area for wheeled toys?			
12. Are there areas and structures that invite balancing, jumping, and climbing?			
13. Are there safe and healthy places for sand and water play?			
14. Is there convenient storage for outdoor equipment and materials?			
15. Is the playground close to the facility?			
16. Are outdoor water fountains available?			
C. PARENT AND STAFF SPACE			
1. Is there a designated space for parents to meet and engage in program activities?			
2. Does the layout encourage all types of parent involvement, including training in child development and literacy?			
3. Is there an area where staff and parents can talk privately?			

Continued →

Worksheet #3 Continued

	Yes	No	Comments
4. Is there space for staff to go for breaks?			
5. Is there adequate space for staff meetings and training sessions?			
6. Are there separate designated bathrooms for adults available to staff and parents, including a bathroom accessible to adults with disabilities?			
7. Is there a convenient bulletin board where notices for parents can be posted and easily seen?			
D. ADMINISTRATIVE SPACE			
1. Is there adequate space to conduct child health and developmental screening and assessment?			
2. Is there secure space to store confidential child and family records?			
3. Is there secure space to store old records for at least three years?			
4. Is there adequate storage for coats for children, staff, and parents?			
5. If needed, is there adequate space for co-locating staff from other agencies serving Head Start children and families?			
6. Are property records and property and equipment inventories maintained and up-to-date?			
E. BUILDING AND GROUNDS			
1. Is the facility accessible to parents, staff, and children with disabilities?			
2. Does the layout make it easy to greet children and parents when they arrive and leave?			
3. Does the kitchen meet health and safety requirements?			

Over →

Worksheet #3 Continued

	Yes	No	Comments
4. Do bathrooms meet health and safety requirements?			
5. Are there child abuse safeguards, such as low walls, vision panels, and reflective security mirrors?			
6. Is there safe, locked storage for cleaning supplies and other toxic products?			
7. Are heating units and electrical outlets safe, covered, and/or inaccessible to children?			
8. Is emergency lighting available in case of power failure?			
9. Is all paint lead-free?			
10. Is the building free of asbestos?			
11. Are the building entrances and the parking area well-lighted?			
12. Is the landscaping trimmed and free of hazards?			
13. Can staff, parents, and visitors enter the reception area without breaching the security of the playground?			

INFANT-TODDLER DEVELOPMENTAL MILESTONES: IMPLICATIONS FOR CLASSROOM DESIGN

Worksheet #4

STAGE	MILESTONES	IMPLICATIONS (the classroom should have):
Young Infants (Birth to 8 months)	◆ Spends time gazing at adults, objects, and the environment. ◆ Reaches for and grasps toys. ◆ Grasps and releases objects. ◆ Manipulates objects. ◆ Lifts head. ◆ Listens to conversations. ◆ Rolls over. ◆ Begins to crawl. ◆ Responds to voices. ◆ Gazes at faces. ◆ Sits up. ◆ Observes a moving object. ◆ Identifies objects from various viewpoints. ◆ Hits or kicks objects. ◆ Responds to social contact, especially with familiar adult. ◆ Reacts to strangers with soberness or anxiety.	◆ Cribs in areas where infants can see what's around them. ◆ Adequate space for babies, parents, and staff. ◆ Rocking chairs and soft couches for adults to hold infants. ◆ Carpeted areas to crawl. ◆ Space to move about freely.
Crawlers and Walkers (8 to 18 months)	◆ Enjoys exploring objects. ◆ Interested in peers. ◆ Attends to adult language. ◆ Smiles or interacts with self in mirror. ◆ Identifies some body parts. ◆ Sits in chair. ◆ Pulls self upright. ◆ Stands holding support. ◆ Walks when led. ◆ Waiks alone. ◆ Throws objects.	◆ Multi-level areas to crawl across and climb over. ◆ Bars and equipment to pull self upright. ◆ Block areas. ◆ Space to roll a ball. ◆ Level area to walk across. ◆ Accessible objects in the room to explore. ◆ Chairs to sit on.

Over →

Worksheet #4 Continued

STAGE	MILESTONES	IMPLICATIONS (the classroom should have):
Crawlers and Walkers (8 to 18 months) Continued	◆ Climbs stairs. ◆ Looks at picture books. ◆ Points to objects. ◆ Begins to use "me, you, I." ◆ Tries to build with blocks. ◆ Uses a stool to reach for something. ◆ Shows pleasure in mastery. ◆ Displays affection for familiar person. ◆ Asserts self.	
Toddlers and 2-Year-Olds (18 months to 3 years)	◆ Increased awareness of being seen by others. ◆ Enjoys peer play and joint exploration. ◆ Identifies self with children of same age or sex. ◆ Exhibits more impulse control and self-regulation. ◆ Enjoys small group activities. ◆ Shows strong sense of self. ◆ Explores everything. ◆ Walks up and down stairs. ◆ Can jump off one step. ◆ Kicks a ball. ◆ Listens to short stories. ◆ Plays pretend games. ◆ Asserts independence. ◆ Puts on simple garments. ◆ Classifies and sorts objects. ◆ Displays aggressive behavior. ◆ Increased fearfulness. ◆ Verbalizes feelings more often. ◆ Shows concern for others.	◆ Housekeeping and dramatic play area. ◆ Story area. ◆ Sand and water play area. ◆ Indoor gross motor play area. ◆ Places to play alone and in small groups. ◆ Low shelves where toddlers can reach toys. ◆ Loft platforms.

GUIDE TO INFANT-TODDLER FURNITURE

Worksheet #5

(Adapted from Lally and Stewart, 1990)

Chairs : 8 inches high for children under 30 months.

Tables : 12 to 14 inches high for children under 15 months; 16 to 18 inches high for children over 15 months.

Slides : 24 inches or less for children under 18 months; up to 3 feet for children 18 to 36 months.

Easels : 10 to 14 inches high, depending on the toddler's age and size.

Shelves : Less than 24 inches high so the children can reach the toys.

Steps : 4 to 5 inches high.

Mirrors : At floor level so the children can see themselves.

Riding toys : Easy for children to get on and off and to move.

Cribs : Rails at least 26 inches high, with secure latches that will not release accidentally. The crib slats should be no more than 2 3/8 inches apart, and the mattresses should be easy to keep clean and capable of being lowered.

Loft Platforms : No higher than 36 inches, with sides enclosed with Plexiglas panels or safe railings.

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INFANT-TODDLER SAFETY: DO'S AND DON'TS

Worksheet #6

WHAT & WHERE	DO	DON'T
Rooms	◆ Use carpets or rugs with padding to cushion falls. ◆ Use low-pile carpets that are easy to clean (preferably a hypo-allergenic or anti-microbial carpet). ◆ Cover electrical outlets. ◆ Arrange multi-level rooms with suitable dividers, boundaries, and safety features. ◆ Install railings or handholds for children just learning to walk. ◆ Conduct daily safety checks. ◆ Avoid overcrowding.	◆ Obstruct areas where children crawl or walk. ◆ Have child-sized steps more than 4 to 5 inches in height. ◆ Permit slippery floors or loose rugs. ◆ Build lofts more than 36 inches high without adequate safety precautions. ◆ Use second story areas or other spaces that lack immediate safe access to the outside in case of fire or other emergency.
Equipment and Materials	◆ Select non toxic materials and furnishings. ◆ Provide cushioning materials around and under indoor climbing equipment. ◆ Provide toys that very young childrencan safely put in their mouths without risk of swallowing.	◆ Leave hazardous materials or equipment like electrical cords, chipped paint, and broken toys within reach of children. ◆ Leave health hazards such as bleach and cleaning materials in unlocked cabinets. ◆ Permit sharp corners or edges that might injure children. ◆ Use plants unless they are known to be nonpoisonous and safe to touch.
Play Area	◆ Fence the outside playground. ◆ Provide at least one child-proof exit gate. ◆ Place sand, wood chips, rubber mats, or other shock-absorbing materials	◆ Assume that children under age three will play in ways that are safe for them or other infants and toddlers. ◆ Design playgrounds with hard surface materials, such as rocks or concrete, except where needed for wheeled toys.

DEVELOPMENTALLY APPROPRIATE PRESCHOOL CLASSROOM

Worksheet #7

Major Features	Quality Indicators
1. The setting encourages appropriate interactions between the staff and the children.	◆ The classroom is child-centered, with space for one-to-one, small group, and large group activities.
2. The classroom supports a developmentally appropriate curriculum.	◆ Space layout, equipment, and materials support learning opportunities (for example, block corner, sand and water tables, dress-up and dramatic play areas, easels/art area, science and woodworking area, book corner, and computer center, are readily accessible to children). ◆ While small group, teacher-initiated activities are taking place, there are places for child-initiated, self-selected activities which children may choose. ◆ Equipment and space are available for children to engage in small motor and gross motor physical activities (including running, jumping, and balancing).
3. The classrooms are large enough for the number of children enrolled.	◆ There should be at least 35 square feet of usable space per child (many prefer 50 sq. ft.).
4. The setting helps children to develop independence and self-help skills.	◆ The children have a convenient place to hang up their coats and cubbies to keep their belongings. ◆ Classroom furniture is child-sized. ◆ Toilets and lavoratories are child-sized and accessible to children. Mirrors and water fountains are the appropriate height for children. ◆ There are spaces for children to go for quiet play alone.
5. The physical environment is suitable for children with special needs.	◆ The room meets the requirements of the Americans with Disabilities Act.

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Worksheet #7 Continued

Major Features	Quality Indicators
5. (continued)	◆ The setting promotes mainstreaming of children with disabilities and is individualized in response to special needs.
6. Space is flexible.	◆ Children can rearrange space for their own activities. ◆ Children can move freely from area to area without disruption. ◆ Space is provided for children's art work and projects, with displays at children's eye level.
7. The classroom environment promotes learning.	◆ Sound absorbing materials are used. ◆ There are separate quiet and active areas. ◆ There is adequate lighting. ◆ There are soft elements in the environment (carpets, couches, stuffed chairs, and pillows).
8. Children are under staff supervision and guidance at all times.	◆ Center design, including windows, doors, bathrooms, classroom areas, and storage areas, permits children to be seen at all times. ◆ Indoor-outdoor design and access should facilitate continuous supervision by adults.
9. The outdoor playground is child-centered.	◆ There should be a minimum of 75 square feet per child of usable outdoor play space (many prefer 100 sq. ft.). ◆ A variety of surfaces and equipment encourage alternate types of play (wheel toys, slides, swings, kick ball, and sand play). ◆ There is cushioning under climbing equipment. ◆ There are both shady and sunny areas. ◆ The playground is fenced in and protected. ◆ The playground is in close proximity to the center.
10. Facilities are safe, healthy, and sanitary for children.	◆ Intercoms or other security devices are installed at center entrance to ensure that all visitors are authorized. ◆ State and local licensing requirements are met. ◆ Guidance regarding safety, health, and sanitation set forth in this manual is followed.

MODIFYING THE CLASSROOM

Worksheet #8

Problem	Classroom Modification
◆ Children run pell-mell through the classroom.	◆ Use low partitions, shelves, and storage units to create distinct learning and activity areas or centers, and break up straight open lanes that invite running.
◆ Children have difficulty sharing or playing together.	◆ Create spaces that invite small group activities, play, and socialization, such as a computer center or dramatic play area.
◆ Children are constantly asking staff for toys, books, and materials they need.	◆ Arrange materials on low shelves so that they are readily accessible to the children to encourage child-oriented learning.
◆ Children mill around aimlessly.	◆ Set up the classroom in clearly defined areas that promote a variety of activities, including sand and water tables, science area, reading corner, art center, block building, and a loft for playing alone or with one or two other children.
◆ Children resist helping pick up toys and materials.	◆ Establish shelves and storage areas for each toy and piece of equipment, prominently marked with a picture/name of the item. Allow adequate space so items are not jammed in together.
◆ Children have frequent accidents and injuries.	◆ Conduct a classroom safety check and take corrective action, for example: — non-skid tile floors; — no loose rugs; — electrical cords out of reach; and — children can be visually supervised at all times in all parts of the classroom.
◆ Children are too noisy.	◆ Use noise abatement materials in ceiling, walls, and floors whenever possible.

MAKING PLAYGROUNDS SAFE

Worksheet #9

Safety Concerns	Guidance
1. A child may be injured in a fall from the equipment.	◆ Proper shock absorbing surfacing materials should be used under and around equipment. ◆ Follow CPSC guidance for equipment (for example, the maximum difference in height between stepped platforms for preschoolers should be 12 inches). ◆ Check equipment periodically for adequate protective surfacing under and around it and for any surfacing materials that may have deteriorated.
2. Swings and other moving equipment may strike a child.	◆ Locate moving equipment, such as swings and merry-go-rounds, toward a corner or edge of the playscape and ensure the equipment meets design requirements for preschoolers. ◆ Disperse heavy use equipment to avoid crowding in any one area. ◆ When playgrounds are used by children of all ages, ensure that landscaping, layout of pathways and distribution of equipment provides distinct areas for preschool children, infants, and toddlers. ◆ Avoid multiple occupancy swings, animal figure and rope swings, swinging exercise rings, and trapeze bars.
3. Protrusions, pinch points, sharp edges, hot surfaces, and playground debris may injure a child.	◆ Closely supervise preschoolers on the playground. ◆ Check the playground every morning for possible hazards, debris, or litter. ◆ Check all equipment daily for rust, rot, cracks, and splinters.
4. Clothing or other items may become entangled in equipment.	◆ Check for hazards, such as open S-hooks.
5. A child's head may become trapped in the equipment.	◆ Be sure any openings in equipment are less than 3 inches or more than 9 inches wide.

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Worksheet #9 Continued

Safety Concerns	Guidance
6. Children may be injured if equipment tips over or fails.	◆ Use only equipment that has a proven record of playground durability. ◆ Properly select, install, and assemble playground equipment to ensure stability, structural integrity, and safety. ◆ Securely anchor equipment (follow the manufacturer's specifications). ◆ Follow a comprehensive maintenance schedule.
7. Children may run into the street from the playground.	◆ Surround the playground with a barrier to keep children from running into the street. ◆ Be sure staff can observe children throughout the playground.

From "Handbook for Public Playground Safety, Consumer Product Safety Commission.

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ELIGIBILITY OF FACILITIES

Worksheet #10

1. Are suitable facilities available for lease or donation?_____

   - ◆ if YES, construction not allowed
   - ◆ if NO, answer 2.

2. Will the lack of suitable facilities for lease or donation inhibit the operation of the program?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, answer 3.

3. Would construction be more cost-effective than purchase of an existing facility (including necessary renovations)?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, or if no facility is available for purchase, answer 4.

4. Would construction be more cost-effective than renovation of grantee's existing facility?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, or if grantee has no existing facility, answer 5.

5. Would construction be more cost-effective than renovation of an "unsuitable" facility available for lease or donation?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, or if no "unsuitable" facility for lease or donation exists, construction allowed.

HEAD START DESIGN REQUIREMENTS CHECKLIST

Worksheet #11

Purpose: to serve as a framework for a dialogue between program personnel and the architect and other specialists who will be responsible for the actual design and/or construction of the physical facility. This puts program requirements into precise specifications.

1. What are the principal uses of the facility? Is it to be designed as a multi-purpose facility?

2. Will other agencies or programs be co-located with Head Start in the facility?

3. Will existing space be modified or will the facility be developed or renovated as "new" space?

4. What constraints or criteria determine the location of the facility (if not an already existing facility in a fixed site)? For example:

   - Location convenient for target children and families? Within easy walking distance or convenient to transportation?
   - Safety of the immediate neighborhood of the facility.
   - Nearby schools or parks.
   - Nearby neighborhood health centers or other related services.
   - Parking.

5. How much total space is needed in square feet (Note: Multiply total width of planned space by total length of the facility as planned. Include all areas)? _____

6. How many people will be using the facility? _____

   - Children _____
   - Parents _____
   - Staff _____
   - Volunteers _____
   - Others _____

7. When will the space be used?

   - Months during the year _____
   - Days during the week _____
   - Hours during the day _____
   - Special functions/purposes _____

Over →

Worksheet #11 Continued

8. Which program design features are needed? Square footage of each space?

- Infant-toddler rooms _____
- Preschool classrooms _____
- Parent space _____
- Staff space _____
- Administrative space _____
- Kitchens _____
- Child care _____
- Indoor play areas _____
- Outdoor playgrounds _____
- Parking area _____
- Home-based facilities _____
- Other (specify) _____

9. What special design features are needed in addition to those above?

- Special health and safety features _____
- Special exit doors _____
- Security _____
- Visitors _____
- HVAC requirements (Heating, ventilation, and air conditioning) _____
- Lighting _____
- Electrical _____
- Plumbing _____
- Environmental _____
- Acoustical _____
- Computers _____
- Communication _____
- Telephone systems _____
- Storage & records _____

Continued →

Worksheet #11 Continued

10. What other design features are applicable in addition to those above? For example:

    - Predetermined space requirements (for example, minimum square footage per child; children on ground floor; staff and parent rooms on upper floors).
    - Relationship of rooms.
    - Relationship of playground to classrooms.

11. What budgetary constraints apply? When will the necessary budget approvals be obtained?

12. Have building and zoning codes been researched and steps undertaken to obtain the necessary approvals?

13. What is the schedule for project start up, construction, and completion? Will penalties be imposed for delays in project close-out?

14. Are there any special considerations that influence the selection of architects or other contractor bids, selection, or contract negotiations? Who is responsible for coordinating the contract process?

15. Has the planning taken into account steps necessary to obtain building inspections and signoffs and a certificate of occupancy?

16. Who is responsible for coordinating plans to obtain the necessary supplies and equipment, arranging for moving in, and launching program operations once the new space is ready? (Insert name of responsible person.)

Name: _____

(Has this person been fully involved in the planning and design process? _____)

HEAD START BUDGET PROJECTION

Worksheet #12

Budget Period	
Facility Name and Location	
Budget Item	Cost Estimate ($)
Rent or Depreciation/Use Allowance	
Renovation/Alteration	
Utilities	
Telephone	
Building Insurance	
Child Accident Insurance	
Maintenance/Repair	
Other Occupancy Costs	
Total Occupancy Costs	

JUSTIFICATION FOR PURCHASE OF A HEAD START FACILITY

Worksheet #13

Legislative Provision	Information for Grant Application
Provide a description of the site of the facility proposed to be purchased.	◆ Explain how the location of the proposed facility is appropriate, given the grantee' proposed service and recruitment area.
Provide the plans and specification of the facility.	◆ Provide plans and specifications, including type of structure, square footage, how many rooms it has currently, bathroom facilities, and kitchen space. ◆ Provide information about the property on which the facility is located, including availability of parking and location of proposed playground equipment. ◆ Demonstrate that the facility complies or will be able to comply, after renovation, with State and local licensing requirements and ADA accessibility requirements. ◆ Be specific about proposed uses of the facility, including use as classroom space for additional children. ◆ Indicate the renovations that will be required.
Indicate savings resulting from the proposed purchase when compared to the costs that would be incurred to acquire the use of an alternative facility.	◆ Include business proposals which show the cost-benefits of purchase as compared to rental. In conducting this analysis, consider not only the relative costs of a mortgage versus rent, but any related costs, such as transportation and utilities. ◆ In your cost comparisons, address one-time costs necessary to purchase the facility. ◆ Describe the method being proposed to purchase the facility (e.g., whether the grantee is seeking one-time funds

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Worksheet #13 Continued

Legislative Provision	Information for Grant Application
	to buy the facility outright, thus incurring no mortgage obligation, or whether the request is to use grant funds to offset mortgage costs). ◆ State what the anticipated costs will be for any proposed down payment, necessary closing costs, any renovation costs. ◆ Allocate costs among programs if the facilities are not used exclusively by Head Start.
Provide justification if the lack of alternative facilities will prevent the operation of the Head Start program.	◆ Include a detailed explanation of the process that was used to determine that there were no alternative facilities available. (See Finding New Space in Chapter 4.)
Provide such other information and assurances as the Secretary of DHHS may require.	◆ Address the impact on non-Federal share. ◆ Address whether the proposed facility will enhance collaboration with other service providers in such areas as child care and health. ◆ Certify that the grantee understands that the regulatory provisions regarding the Federal government's rights and responsibilities for properties bought in whole or in part with Federal funds will be applicable (see 45 CFR Part 74, Subpart O and 45 CFR, Part 92.31).

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